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ABSTRACT

The goal of the American Federation of Teachers (AFT) Educational Research and Dissemination Program was to establish a model for dissemination of educational research to classroom teachers. Research findings focusing on classroom management and teacher effectiveness were translated to individual teachers by Teacher Research Linkers (TRLs) who had received training supported by the AFT. TRLs worked as peers with teachers and administrators in selected school sites. This review provides an analysis of the program's processes by answering select questions: (1) What kind of research is adaptable to classroom situations? (2) What is required to make findings adaptable to classroom situations? (3) What were program staff's roles in facilitating the process? (4) What were teachers' roles in facilitating the process? (5) To what degree were researchers involved in the process? (6) What is needed to continue the process at the pilot sites? and (7) What is needed to replicate the process for future use? Appendices document site selection, TRL selection criteria, feedback from teachers, and TRL evaluations of the program. Newsclips on the project are included as well as a progress report from September 15 to December 31, 1982. (JD)

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FINAL REPORT

JANUARY 31, 1983

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INTRODUCTION

The goal of the AFT Educational Research and Dissemination Program was to establish a model for dissemination of educational research to classroom teachers. From the onset, this has been identified as a "unique" undertaking. Unquestionably, the program has attained its objectives. Research was disseminated to teachers in a form that was meaningful to them.

Now that we have reached the final juncture of federal funding for the project, we are engaged in a process of review. What should be documented in this review are answers to the questions:

What kind of research is adaptable to classroom situations?
What is required to make the findings adaptable to classroom situations?
What were project staff's roles in facilitating the process?
What were teachers' roles in facilitating the process?
To what degrees did the teacher union impact on the process?
To what degree were researchers involved in the process?
What is needed to continue the process at the pilot sites?
What is needed to replicate the process for future use?

Posing these questions provides a skeletal framework for analyzing the process. Answering the questions provides us with the opportunity to describe the often complicated series of events that contributed to achievement of our goal.

THE RESEARCHERS

Members of the program Advisory Board were researchers who were also sensitive to the need to get research information into the classroom. At the initial Advisory Board meeting they suggested some studies that they felt would best suit the purposes of our program design. The selection turned out to be exactly what was needed to "turn teachers on to research."

However, more needs to be said about the value of the input from the Advisory Board to the ER&D process. For the past two years, our communications with the Board have extended well beyond needed. Advisory Board members were the "linkers" between the program and the research world. As linkers, they helped us to establish contact with the researchers whose work we used and instructed us on how to ask the right questions in order to get productive responses. We were in constant contact with our Advisory Board by letter or telephone as well as at educational research conferences.

At the final convening of the Advisory Board in the last month of the project, they guided us through a structure for reporting project findings. We are impressed that the success of this project was indelibly influenced by the high caliber of contributions of advisory board members: Ann Lieberman, Teachers College, Columbia University; Betty Ward, Far West Lab; Lee Shulman, Stanford University.

THE RESEARCH

AFT received constant feedback from its membership on issues of professional concern through QuEST Conferences, dialogue at meetings, written inquiries, and surveys. This feedback helped determine that the classroom management and teaching effectiveness were areas in which educational research information could be beneficial to the teaching process. The next step was to identify relevant research in these areas that was current and that would have credibility with our members.

The research studies suggested by the Advisory Board stood the test of time. We could say that they also stood the test of fire and water. Originally, teachers viewed educational research with something less than enthusiasm. Findings on classroom management that did not immediately address the issues of how to get relief from disruptive students in the classroom were at first considered "nice but not really useful." What teachers needed was time to digest the information, put it into proper perspective, and then come to the realization that methods of creating an orderly climate in the classroom would diminish major discipline problems.

TRL TRAINING SESSIONS

During training sessions, we accompanied our research discussions with classroom-oriented activities that brought the research to "life" for teachers. (We studied and synthesized research on how adults learned and realized that adults learn best when the information being presented is related to their experiences.) These activities which often simulated classroom situations to which teachers could apply research concepts were important in three ways. They helped teachers to understand the concept, they facilitated discussion of the concept, and they gave teachers a base from which to design their own activities for implementation in their classrooms. The activities served as "icebreakers" to get teachers involved in looking at workable strategies for using research. As the project developed and teachers became familiar with the research design, the need to "work through" the activities during the training sessions diminished. We might mention, however, that in one site where time contraints limited the utilization of the activities during the project training session, there was a lesser degree of research implementation in TRL's classrooms.

Among the characteristics exemplified by Teacher Research Linkers were the ability to "express opinions and try new ideas." As project participants engaged in discussions of the research concepts, it was important that they articulate their questions and concerns. We moved from "bringing" the research to them at the sessions to mailing the research summaries out in advance of the sessions so that ample time could be devoted to discussions of the concepts. This was time well spent. TRL discussion covered the advisability of using a particular research strategy at one grade level and not at another. Discussions also gave us cues as to which research ideas could be universally applied. (Our TRLs represented teaching situations from pre-school to 12th grade.)

During these discussion periods, we discovered whether or not we had written the research summaries in functional ways or whether we needed to restructure the language and format. Discussions of what TRLs implemented helped us to understand which research findings lent themselves to immediate classroom practice and which ones required more time to be assimilated into the classroom structure. Discussions with TRLs helped us to understand how other teachers reacted to TRLs' involvement in the program and what was needed to get other teachers to try out the research concepts.

The process of incorporating research strategies into teaching practice might look like this:

1. Read the translated summary.
2. Discuss the concepts.
3. Personally select relevant concepts.
4. Practice implementation to enhance understanding.
5. Devise plan for classroom implementation.
6. Implement strategies in classroom.
7. Question concepts; react to implementation attempt.
8. Implement again.
9. Check for relevance to research.
10. Implement again.
11. Share with others.
12. Institutionalize in classroom process.

We call this process Transformation of Research into Practical Usage. This was a multi-faceted process which made us look at and treat inservicing in a way never before undertaken. Teachers were encouraged to review, implement, digest, investigate and assimilate research concepts. This could easily have been an exercise in futility. We have already acknowledged that teachers were not attuned to the research design and did not feel that research could benefit them. How did we help them overcome these feelings?

THE ROLE OF THE TEACHER UNION

The role of the teacher union was cardinal to the process. Teachers can exercise the freedoms to investigate and make personal selections only in an atmosphere that is non-threatening and non-judgemental. The peer-to-peer model was the only one which could support the process. Because the union is its members, it has great credibility with teachers. Teachers themselves, through the union, can identify competent, trusted leaders. Teachers, if they are to function as professionals, must have a sense of control over their work, which requires input into decision-making. Collective bargaining accomplishes this goal at one level. Educational research which affirms good practice gives teachers in their day-to-day experiences the same opportunity to act as professionals and negotiate the best possible teaching/learning environment. Defining the professional knowledge base inevitably gives teachers more control and therefore more power over their profession.

The AFT project team and the TRLs had two common bonds: 1) The desire to improve the quality of education and 2) the membership in the union. These bonds sustained project participants through good and bad times. TRLs trusted us and trusted each other. Each site formed a closely knit group that worked well together and learned to depend on each other.

Research has proven that when a small group of teachers are allowed to work together in a systematic way and are exposed to information which influences practice, they will change behavior and their students will learn more. The AFT ER&D Program succeeded in implementing a research dissemination process for teachers which demonstrates not only that the above findings are accurate, but that the appropriate small group model can be successfully translated into staff development for large numbers of teachers. The AFT pledges continued support to replication and expansion of the ER&D Program.

RESEARCH SELECTION

One of the major goals of this project was to disseminate educational research on teaching effectiveness and classroom management. These two areas were targeted because of their widescale applicability for teachers and because the AFT, through its resources and networks, had determined that these were the two areas of greatest need identified by teachers.

Within these two broad categories, project staff developed the following set of criteria for selecting specific research for dissemination. Selected research should:

- have practical application for teachers
- be generic in scope, applicable across disciplines and grade levels
- yield consistent findings about more effective teaching practices
- be based on actual classroom observations of teaching practices
- be "translatable"

The educational research that is disseminated to teachers through this project should be relevant to teachers' lives; it should be something that they can apply in their classrooms. This criterion was especially important because teachers often view research with skepticism, feeling that it's too "heady" and "pie in the sky." Many teachers feel research has no bearing on their classrooms and their lives. In seeking to overcome these stereotypic views of research, it was important to show that research could be useful. The issue of applicability also fits teachers' needs to "walk away with something that can be used Monday morning." Finally, project staff also sought research that could be implemented by teachers without necessarily requiring administrative permission or assistance. For example, the time on task research suggests instructional management and behavior management practices which teachers can implement to achieve better student engaged time and academic learning time. The research also identifies a number of school-wide policies regarding allocated time and practices such as the scheduling of pull-out programs and announcements and the frequency of administration's interruptions to classrooms which impact on student engagement and learning time, yet are outside the direct control of teachers. Consequently, this research has limitations for teachers. It was felt that, at least initially, this was a necessary trade-off in preserving teacher control and ownership of the project and insuring that the research was presented in a non-threatening, non-evaluative atmosphere.

The research that is disseminated should be generic in its scope and applicability. Since project staff would be working with teachers spanning all grade levels and disciplines, we sought research findings which could generally be applicable to all versus findings which might apply only to reading and language arts teachers or math teachers or secondary English teachers. Initially, we were concerned that the greatest research base had been generated at the elementary level and might not be useful to secondary teachers. Accordingly, we urged the local coordinators to identify primarily elementary teachers for TRL positions. While they followed our suggestion, the local coordinators also felt a need to involve a certain number of junior high and secondary teachers in the project. As we reviewed the elementary research findings, staff identified basic principles which could be applied both at the elementary and secondary levels.

The research presented to teachers should also be consistent in its message about what constitutes more effective teaching practices. Most teachers often view research as being contradictory in nature, that is the findings from one study refute what another claims. To help overcome teachers' negative feelings toward research and to enhance the project's credibility with respect to disseminating research, staff consciously sought research findings which consistently yielded a clear message regarding effective teaching practices and were supported by a body of research evidence.

Later in the research training stage when teachers' (TRLs) attitudes towards research became more positive and receptive, staff did introduce seemingly contradictory research findings to TRLs to challenge their thinking. At that point we encouraged TRLs to look for the intent underlying the findings to better understand the apparent contradictions and appreciate the contextual differences which require the application of one finding or another or a synthesis of both (see Research Translation).

The first research studies disseminated under this project were based on actual classroom observations of more effective and less effective teachers. Staff found that the TRLs were more receptive to the research findings because they were based on observations of real classroom situations. They were not based upon some classroom lab or experimental classroom in which teaching conditions such as class size or student diversity were far from the norm. The findings from these observational studies were more credible and relevant to our TRLs, especially since many of the studies were conducted in urban classrooms. Thus, this method of conducting research ultimately became a consideration in selecting subsequent research.

Lastly, the findings that were disseminated had to be available in a form which the staff could translate for teacher use. The project staff were not trained researchers and statisticians per se. Staff sought studies in which the statistical results were interpreted. Initially, staff relied on summaries and reviews of research because the language was not so technical. However, staff were concerned that these reviews would not be sufficient for accurate translations. We found that in most instances the summaries or reviews were adequate. In some instances, either the original study or the researcher was consulted for clarification and interpretation of findings.

Given the time constraints imposed by the project, staff sought the assistance of the advisory board in identifying educational researchers whose work best fit our criteria and fell into the categories of teaching effectiveness and classroom management. Among the researchers they suggested were: Anderson, Berliner, Brophy, Doyle, Elias, Emmer, Evertson, Fisher, Gage, McDonald, Rosenshine, Soar and Soar, and Stallings. Staff also searched bibliographies of studies, contacted federal labs and centers, and participated in many national research conferences. Gradually, as staff built a network of contacts within the research community, they were able to seek additional recommendations on whom to contact.

RESEARCH TRANSLATION

A significant element influencing the research translation process has been the philosophy underlying the AFT's approach to research dissemination. This project sought to disseminate research to teachers in a manner which was non-threatening and non-judgemental and which respected teachers' personal experiences and belief systems. While the research may have challenged some teachers' values systems, the intent was always to do so in a supportive way which allowed teachers to reflect and change or grow where they felt a need. Lastly, this project sought to revitalize the professional in each teacher. Teachers are indeed professionals; but too often they are not treated as such by either administrators or the community. Their professional opinions or advice are seldom sought; instead, they are told what to do. This project was specifically designed to promote teachers' thinking about research, to encourage them to reflect on it, analyze it, and use it where it was applicable. Lastly, it sought their professional judgements on the value of the research they implemented.

Accordingly, in developing translations of the research, staff sought to identify basic principles of more effective teaching practice from the research rather than a laundry list of prescriptions for practice. By writing research summaries which addressed fundamental principles of more effective practice, this AFT project not only helped teachers better understand the research, particularly the intent behind specific findings, it also provided teachers the opportunity to analyze research and reflect on it in terms of their own practice.

Emphasizing the principles of more effective practice rather than specific prescriptions allowed the information to be shared with a more diverse group of teachers. For example, the first research to be translated and presented to teachers was the Beginning of the Year Classroom Management Research by Evertson, Emmer and Anderson. At the time of the translation, staff were unaware that in addition to the elementary school study, a similar study with similar results had been conducted at the junior high level. While the findings from the elementary study identified a number of specific teaching practices which were shown to be more effective, the basic principles emerging from the research concerned: (1) establishing effective room arrangements for easy flow of traffic and monitoring of students by the teacher; (2) establishing behavioral rules and instructional or general housekeeping procedures for the orderly functioning of students in a classroom; (3) teaching these rules and procedures to students just as any new content or skill might be taught; and (4) fairly and consistently enforcing the class rules and procedures to set clear expectations for student behavior. These principles apply to all teachers, regardless of discipline or grade level. Thus, secondary teachers were able to discuss and use the research even though the findings were based on observations of elementary classrooms. The application of specific findings could be modified to take into account the age and experience of students. For example, more effective elementary teachers spent the first three weeks of school teaching, reviewing and reinforcing their rules and procedures. Secondary teachers may not have to spend that much time teaching their rules and procedures, as most of their pupils are already socialized into the student role and are aware of proper school behavior. Emphasis for these students is on specific procedures for heading papers, turning in assignments, reviewing homework, etc.

Similarly, in translating seemingly contradictory findings, staff addressed the intent behind the findings in their summaries so that teachers could better appreciate some of the contextual differences which necessitate different practices. For example, in the area of turn-taking (teachers calling on students to respond to their questions), Jacob Kounin advises random turn-taking, while Jere Brophy advises ordered turn-taking. These findings are quite different. Kounin stresses random turn-taking because it holds students' attention during recitations and keeps them more engaged. Brophy advocates ordered turn-taking to equalize students' opportunities to interact with the teacher and receive personal feedback. He found that teachers who use random turn-taking consistently miss certain students in the room. The research translation points out these differences and encourages teachers to either vary their approach depending on their intent or devise methods of calling on students which satisfy both intents or goals.

As evidenced in the discussion so far, staff also made "leaps of faith" in translating the research. Drawing upon their own experiences as teachers and work with other teachers, staff often had to make judgements as to the degree to which some research findings might be applied to elementary, secondary or special education situations. Other leaps of faith were made when staff filled in the holes or gaps in the research message concerning effective practice. In some instances there was a void in the research findings. Yet there was enough research pointing in a given direction that staff drew upon their own teaching experiences to bridge the gap by extending the application of specific, existing findings.

Presenting research findings as principles of more effective practice was also less threatening to teachers because it was not prescriptive in the sense of a list of to do's. The principles offered rationales for why a set of teaching practices were more effective than others. It allowed greater flexibility for teachers to reflect on their personal practice and apply the research to their own specific styles. The approach of using principles also allowed staff to be more sensitive to teachers' values. For example, many teachers claim that they individualize instruction and are firmly locked into the value system of gearing instruction to individual learners' needs. The research on direct instruction symbolizes to this group a return to the dark ages. They stereotypically perceived direct instruction as whole group instruction--overly structured, students in rows, teacher at the front of the room. While direct instruction often is incorrectly interpreted as the above, our research translations emphasized the essence of direct instruction as a high level of teacher-student interaction and teacher-directed or -guided learning. Instruction is provided directly by the teacher, as opposed to indirectly through workbooks or programmed learning materials. These qualities or principles, which are linked to greater student learning, can be applied equally to whole group as well as individualized instructional approaches. The translation also addresses the degrees of teacher directedness which may be more or less appropriate for certain groups of students. Finally, the translation points out this approach may not be appropriate to all learning situations. Thus, the translations reflect the limitations of research but are open enough to allow teachers to consider the full implications of the findings in a wide range of contexts.

The actual research translations were narratives summarizing a body of research on a particular theme or themes. Frequently, even though the research base referenced for any given summary may have been quite large, staff relied on or cited only one or a few exemplary studies in the actual summary to avoid having the summary sound like a major research or thesis paper. Staff sought a balance between mantaining the integrity of the research base without sounding too esoteric.

The summaries or translations focused primarily on the findings from the research. Some attention was given to methodology to orient teachers to the grade levels at which the research was conducted and the setting of the school district--whether it was urban, suburban or rural. The grade level context helped teachers to better recognize the limitations of some specific findings and/or make adaptations in implementing the research, which reflected their own classroom contexts. As might be expected, our TRLs more closely identified with the research findings because the studies primarily were conducted in urban settings similar to their own. Recognizing that much of the research was conducted in urban settings helped teachers to see that their classroom life was not so unique. They found other urban teachers experienced problems similar to theirs and had been successful in overcoming them.

The summaries averaged 10 to 15 pages each. While staff made conscious efforts to keep the summaries as short as possible, we also recognized that the summaries were major training materials. They had to have sufficient depth to provide the TRLs with a readily accessible resource for answering questions and preparing for presentations to others. One-page summaries would be inadequate as effective resources for trainers.

While the translations focused on principles underlying more effective teaching practices, they were illustrated by examples of specific teaching practices or behaviors or situations in which the research concepts might apply. Both elementary and secondary examples were given where appropriate. Staff were conscious of citing enough examples to reinforce the research concept without providing too many how to's. We purposefully withheld supplying too many examples of research applicatons to encourage TRLs to think about the research and generate their own how to's or research applications independently or in group discussion. Staff believed this process would both help teachers to better understand the findings and encourage greater ownership of the research and information sharing process.

Additionally, concepts presented in one summary were linked to those presented in another study to demonstrate the "wholeness" of the research and how mutually supportive the findings could be despite the different orientations. This also enhanced the credibility of the research presented to teachers.

We were mindful of the specific language used in the translations, avoiding "good teachers should do" statements which might be either offensive or personally threatening. Instead, staff adopted the language orientation, "more effective teachers exhibit these behaviors, while less effective teachers exhibit those behaviors." This approach seemed to be least threatening to the TRLs and allowed them to see differences and judge for themselves where they were more or less effective. We were pleased to note that this is the language adopted by the TRLs in their presentations to other teachers. Staff also avoided such language as "behavior X correlates with behavior Y" or "there was a significant positive relationship between behavior X and behavior Y" because it sounded too technical. It was not a language most teachers were comfortable with. In fact, the second half of one of the research drafts presented to TRLs slipped into this research jargon. Subsequently, staff noted that of all the research concepts presented to TRLs, the ones they had the most difficulty understanding and implementing came from the second half of this one translation. It was necessary to present these concepts again to reinforce them. Later, after the draft was rewritten to include more secondary examples and to remove the research language, the TRLs remarked that it was a much better summary. The summaries did make reference to "the research showed" or the "findings suggest" in order to preserve the research orientation and reinforce the fact that the information presented is research-based.

In writing the translations, staff sometimes consulted the researchers to clarify or discuss the implications of certain findings. These consultations aided the staff in making those intelligent leaps of faith noted earlier. Other times, staff collectively brainstormed the possible applications of some findings.

WHAT MAKES SOME RESEARCH MORE TRANSLATABLE

The greatest difficulty teachers have in using research is interpretation of statistical results. Few teachers have a working knowledge of statistics. For teachers to use research reports, more attention must be given to the language used in conclusions statements. Statistical results need to be clearly interpreted, and significant relationships need to be delineated with an explanatory comment about the nature of the relationship and its significance for teachers. AFT recognizes that researchers are often hesitant to discuss the significance of their findings because they don't want to make claims that can't be supported. It is reasonable for researchers to hedge upon the significance by saying "this finding suggests that...." Teachers can then use their professional experience to judge how strongly significant the finding might be for practice.

Additionally, to help teachers better understand the relationships noted by researchers, it might help if conclusions statements cited more examples of teacher behaviors and student outcomes from the data which led the researcher to identify a positive (or negative relationship between behaviors X and Y. Generally, researchers seem to shy away from conclusions statements, relying on other researchers to draw their own conclusions from the results. Teachers, however, need the additional explanations.

Teachers also need the benefit of having site specific variables--contexts or environmental factors--pointed out, since most are not sufficiently trained in research and statistics to analyze methodologies.

Lastly, it seems that syntheses or reviews of research and executive summaries are more suited to teacher translation because there is greater attention paid to results and conclusions, and they are written more understandably. Since syntheses and reviews pull together findings from a wide body of research, the conclusions seemingly are more fully substantiated and are, therefore, more useful to teachers.

SITE SELECTION

The initial selection of sites was done on an RFP-type basis; that is, a mailing announcing the start-up of the project was sent to the presidents of AFT's fifty largest locals (ranging in membership size from 55,000 to 900 teachers), each state federation president and the 34 national vice-presidents. Out of this mailing, twenty-seven locals and two state federations requested applications; eleven locals completed and returned those applications. Project staff then conducted follow-up telephone interviews to gather additional information. Descriptions of those sites related to teaching population, minority/disadvantaged student population and members of actual school buildings are found in Tables 1 and 2 in Appendix A.

Criteria for site selection were a union operating structure which would facilitate the project, local commitment of time and resources--both human and other, professional interest in promoting the use of educational research, and proximity to institutions (colleges, universities, federal labs) with which we could attempt to foster collaboration. We selected New York, San Francisco, and Washington, D.C.

At the time of the final selection, all three AFT locals were the bargaining agent and had union leaders directing local teacher centers. Shortly after the selection, one site, San Francisco, lost a collective bargaining representation challenge and, subsequently, the positions of director and policy board members of the teacher center. Since most AFT locals do not have teacher centers and some are not bargaining representatives, we decided to maintain this site as a pilot and determine if the process needed to be different in this context than in the other two pilot sites.

LOCAL COORDINATOR SELECTION

The selection of the local coordinator for the project ultimately rested with the local union leadership. In two sites, the director of the teacher center, and in San Francisco, the former director of the teacher center, were "appointed" to this position by the leadership. These three persons were the most familiar with staff development and could most readily help identify potential TRLs (Teacher Research Linkers). In addition, all three directors were already part of the union leadership structure. In San Francisco and Washington, the coordinators served on the executive boards and in New York the local coordinator was on the union staff. These people had also served as AFT representatives on several national projects. In all three sites, the local union had played a crucial role in establishing the centers and providing support for the directors.

TRL IDENTIFICATION

Although we provided criteria (See Appendix B) for selection of TRLs, the selection rested primarily with the local leadership and coordinator. Each site modified the criteria based on local context. In New York, a representative cross-section of those who had been involved in teacher center activity and were recommended by teacher center "specialists" were invited to become part of the project. Of the thirty-six who were initially invited, twenty-one became TRLs.

In San Francisco, TRL selection was based on our recommended "pairing" model; that is, choosing two TRLs per building site. Also taken into consideration, then, was the "friendliness" of building administrators, in addition to qualifications of prospective TRLs.

In Washington, D.C. the union building representative structure was tapped. Project staff did an "awareness" session on the project and "interested volunteers" were recruited who already served in this union leadership capacity.

Regardless of the ways in which criteria were modified, several strands emerged as initial common characteristics among those who became TRLs across sites: loyalty and commitment to the union; desire to be a "good teacher;" willingness to learn; respect of their colleagues; willingness to try new ideas; and sense of efficacy as a teacher. As the program developed, additional characteristics of the TRLs became evident: ability to express opinions and articulate ideas; willingness to devote time to the project; willingness to implement research strategies in the classroom and willingness to disseminate research information. TRLs at each of the sites were fairly representative of the stated criteria and were able to utilize their talents to carry out their roles as "linkers."

LOCAL UNION LEADERSHIP AND SUPPORT

Initial union support came in the form of the application process. In beginning site work, meetings were held with union leadership and the local coordinator to determine the form the process would take within the specific local union context: Who would take responsibility for decision-making; who reports to whom; what support could the local provide; what support could AFT provide, etc.

In reviewing the process over the two years, several factors emerged regarding the kinds of union support which facilitate the adoption of the process and the growth of the individuals involved.

The leadership of the local coordinator is one such factor. Each of the three coordinators demonstrated different leadership styles. In two sites the coordinators were not part of the TRL group; in the third site the coordinator was also a TRL. Interestingly, in New York and Washington, where coordinators were not trained as TRLs, various leadership roles emerged among TRLs. Individually and collectively, they became more active in program planning. In New York, specifically, two teacher center specialist TRLs were designated by the coordinator to serve as project liaisons, since the operation of the teacher center is of such magnitude. However, the coordinator was often available during training sessions and would sit in and interact with the group. All final decisions rested with her but not without input from participants.

In Washington, D.C. one center staff person was designated a TRL. The local site coordinator functioned as teacher center director and vice president of the local union. Several TRLs were on the Teacher Center Policy Board and/or the union executive board. This indirectly signalled center and union support of the project to other TRLs and teachers in the district. While not specifically developed by the coordinator, various leadership roles were allowed to evolve within the group to aid project development. The coordinator did not go through the training, but consistently verbalized her support for the TRLs and their efforts.

San Francisco was the only site in which the coordinator also functioned as TRL. In addition to the coordinator, a local union staff member was directly involved in planning and decision-making. In terms of overall program planning other TRLs were involved only in the collaborative efforts with IHEs and federal labs. It may be that since the coordinator was part of the TRL group, the evolution of additional leaders was limited. These TRLs may not have felt the need to take charge, since a leader was already designated.

Another organizational factor which contributed to the success of role development in all three sites was the use of local rewards. When TRLs were invited by the union to present what they had learned, this enhanced their self-recognition as being contributing members to that organization. They were being recognized as "special" people. When their efforts were publicized in local union/teacher center newspapers, this elevated their self-esteem. These publications not only recognized their talents but called them to the attention of 64,000 other teachers across sites.

The third factor relates to amenities. Providing refreshments and a pleasant atmosphere for meetings communicated that TRLs were appreciated. In New York and Washington, the unions/teacher centers also intervened in providing periodic stipends for delivery of wide-scale inservice programs and obtaining professional leave days for training, respectively.

In all three sites, calling the building principal's and central administration's attention to these peoples' accomplishments was also a form of union support.

READINESS OF SITES AND TRLs

Sites applied for participation in the project; therefore we could assume some readiness on their part. However, after reflection upon the total process, we realized that for both the sites (local union, school administration, and IHEs) and individual TRLs, the project process was atypical in many ways; therefore initiation and cemented understanding of the process was evolutionary in nature.

Teacher training at both the pre-service and in-service levels is seldom a sustained, true interaction. That is, the presentation of "information" infrequently demands teacher-response based on interim application. Teachers are not asked, "Try this out in your classroom and let us know how it works for you." At the pre-service level there are no classrooms in which to "try it out" and at the in-service level much training is of the "one-shot" workshop type where teachers generally don't have the opportunity to feed back to the "expert" who gave them the information in the first place. If teachers acquire new information from a journal article or other professional publication, the author is not available to help them out if a strategy does not work or to work with them in developing other strategies. The continuing dialogue that this project provided between the information givers--AFT staff as translators of the research--and the information receivers--TRLs--was an alien experience for many.

Furthering this atypicalness was the dissemination aspect of the project. We told TRLs, "Not only are we going to share this information with you and ask for your feedback based on classroom implementation, we are going to ask you to share what you know with your peers in some kind of systematic fashion." This project was creating a brand new role for teachers, one with which they were not completely familiar.

This role was being created within the union structure. To understand how this relates to readiness, one must be aware of basic teacher trade union philosophy. The whole purpose behind unionism is to form a collective unit of "workers" in the hopes of achieving some common end. Particularly in the teaching profession, the union has been the only institution within a school district to purposefully aim for moving teachers out from under the isolated conditions in which they teach and promote collective action so that all may benefit. The union's basic role is that of a service organization for its members whose concerns and needs are communicated through involvement and democratic representation. Historically, the union has asked its members to make sustained commitments--as elected officials, committee members, building representatives, membership recruiters, and political action workers. We were now asking local union leaders and TRLs to make a sustained commitment to the professional growth of members. Committing members to active involvement is a typical characteristic of teacher unionism, but commitment specifically for the purpose of enhancing the professional knowledge base may be viewed by some, particularly school administration and colleges, universities and/or federal research labs, as atypical.

With the aforementioned as a frame of reference, pilot sites and TRLs were at various levels of readiness.

NEW YORK

In New York City, our primary vehicle for delivery of this process was the New York Teacher Center Consortium. The relationship of the Center to the United Federation of Teachers has been described in the section on site selection. Of the three sites, New York most closely paralleled our own process model for dissemination. The Center operated on a building level basis. Initially the Center employed nine Teacher Center Specialists, each "housed" in an individual school. Specialists work with teachers in those buildings in a consultant role, plus develop continuing staff development programs for that building and others in the district. (There are 32 decentralized districts within the New York City schools, each with its own superintendent and board, and district union representation.) In addition, Teacher Center course offerings are held in these various locations. Of our 21 TRLs, seven were Specialists at the beginning of the project. Presently 12 are Specialists, five being relieved of classroom duties to become Specialists as the project progressed. The Specialist's primary role is to provide teachers in a building setting with information and assistance to help them in the classroom.

Classroom TRLs in New York all had experience in conducting workshops or seminars through the Center, but not in being a "legitimized" resource person in their respective buildings.

Of all the TRLs, two specialist TRLs had been involved in the Interactive Research and Development on Schooling project with the Teachers College of Columbia University and one classroom TRL, who has recently become a specialist, was familiar with research in a generic sense in preparation for doctoral work. None of the TRLs were familiar with any body of research this project offered.

SAN FRANCISCO

Since the San Francisco Federation of Teachers had lost governance of the local teacher center along with their representation status, the model here would work strictly through the union. In terms of offering inservice to teachers, the local union sponsored QuEST* and leadership conferences annually. Local QuEST is a modification of the National QuEST conference sponsored by AFT. Organizationally, it is the primary forum for active sharing of classroom practice and other professional issues. Sustained involvement in a professional growth project such as ours was not a typical occurrence. As indicated by the San Francisco Teacher Center continuing application of February, 1981, only two of the TRLs had conducted Center workshops at that point. Of those two, one had been involved as a teacher representative to a Far West Lab review committee and served on the union executive board. One had served a Stanford internship, had served as a department chair, and has had extensive involvement with Dr. Jean Houston and her work related to brain growth and learning. One other TRL serves on the union executive board.

Again, these TRLs were not familiar with the studies we were offering them.

WASHINGTON, D.C.

As in New York, our vehicle for delivery of the project was the District of Columbia Teacher Center, recently institutionalized by the LEA. The Center operates out of one site, but staff also act as consultants to teachers in individual buildings.

TRLs were identified through the union leadership structure, specifically by AFT staff delivering an overview of the project and asking for volunteers from this group.

Levels of "readiness" for D.C. TRLs break down as follows: Of the 15 TRLs, 6 serve on the Washington Teachers Union Executive Board; 9 are or have been union building representatives; 2 serve as department chairs; 2 serve on the Center Policy Board; 2 had been D.C. Teachers of the Year; 1 serves on a city-wide staff development committee; 1 was the teacher-coordinator for staff development in the building; 1 is a full-time Center staff member. Two TRLs were "regular" classroom teachers who had been brought in as "partners" by other TRLs. Out of this total group, 4 TRLs are regularly involved in conducting Center courses and/or workshops.

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*Quality Educational Standards in Teaching

As in the other two sites, Washington TRLs were not familiar with the studies we delivered to them, although they were familiar with the effects of programs developed by the central administration based on the research. The district-mandated CBC (Competency-Based Curriculum) is derived from the direct instruction functions, and most recently the administration has received training in ALT (Academic Learning Time).

We can speculate that having these administration-developed programs established in the system does affect readiness in the motivational sense, once TRLs and teachers come to know the research base. (See Appendix on Feedback: Direct Instruction.)

In terms of cross-site readiness, we can safely say that each site was at a different level, as were TRLs within and across sites. Some, because of their union activity or staffing role, were used to sustained commitment to "servicing" teachers. Some had the experience of formally acting as a resource-consultant for teachers. Few had actively used research. Some had none of these experiences, but all had the experience of classroom practice to draw upon.

How then did the level of readiness affect program initiation and follow-through? From an organizational perspective we can say that the less familiar the local is with this type of sustained, interactive process, the longer the process will take. This is evidenced in the fact that while all TRLs implemented research concepts in their classrooms, formal dissemination was initiated at different stages. In New York, the initial formal dissemination occurred after the second TRL training session; in Washington, D.C., it occurred after the fourth session; and in San Francisco, after the eighth session. The New York activity was organized by the Teacher Center. TRLs formed trios to deliver a three-part series in the five union borough offices. In Washington, the TRL who was teacher-coordinator of staff development began meeting regularly with other teachers in the building. In San Francisco, the activity was a two-part series organized by the union and delivered district-wide. There was one external factor which also impacted on this local's activity both in the fall of 1981 and 1982. The transfer policy and its implementation by the Board results in final teacher placement not being solidified until the end of October after the school year begins. Since this local was no longer the bargaining representative, it was a policy into which they had little input.

The preceding really addresses implementation and follow-through. In initiating involvement, we found three factors necessary across sites. First, even "we" had to establish a level of trust with sites and TRLs. Indeed, their union was bringing this project to them, but we still had to assure them that the process would be self-evaluative and non-judgemental. Project staff had to "get to know" the system and provide background on their own experience. In one instance we had to assure TRLs that we were not doing this to provide information for doctoral dissertations! The more visibly involved we could be in the classroom lives of these teachers, the better. Above all, we had to assure them that we were not researchers. This was a result of teachers' initial skepticism of research and desire not to be treated as subjects.

Second, we had to make sure the dual role of the TRL was clearly defined. The first level of participation would be as a "user" of the information. Sites and TRLs were fairly comfortable with this role; the process of directly asking teachers to find "answers," rather than having them supplied, is atypical. In defining the second level of participation, the "teacher-of-teachers" role, it is not adequate to simply say, "You will do this." Initially, we had to assure TRLs that we would help them plan, develop skills necessary for this role, and provide support by being there.

Third, the first piece of research-information delivered had to be noncontradictory to accepted classroom practice and rather directly suggest immediate strategies for classroom use. This was important to the process of neutralizing negative attitudes towards research and communicating our belief that some research can be useful to teachers. Additionally, having TRLs interact with this body of research provided feedback to AFT staff on where TRLs were in their own sense of professionalism. If TRLs had difficulty perceiving this kind of research as useful, there was a strong indication that future success of the TRL was unlikely. This would help guide future planning.

TRANSFORMATION OF THE RESEARCH THROUGH THE TRL TRAINING PROCESS

One of the most important insights gained through this project was that "translation" of research into language meaningful to teachers was not enough. What really bridged the gap between research and practice was a process we call "transformation." Only after TRLs worked intensively with research concepts over an extended period of time were the findings internalized or "transformed." By relating theory to practice in training activities, testing strategies in classroom situations, interacting with peers, reflecting on their own and others' results, preparing for and practicing sharing the research concepts, and actually presenting findings to other teachers, TRLs developed a grasp of the research which could never have occurred through mere readings of the translations. TRLs evolved from a group of teachers given a special title to masters of the professional knowledge base on classroom management and teaching effectiveness. Neither the TRLs nor the AFT staff realized the existence or importance of the transformation process until the latter stages of the project when its effect became obvious. The progression from "being" a TRL to having "become" a TRL involved a myriad of functions described below.

DEVELOPING A MINDSET TO RECEIVE, REVIEW AND UTILIZE RESEARCH INFORMATION

Most of our TRLs, although identified as being "special" by their peers, were at point of entry into the project, as leary as other teachers about the validity of educational research for classroom practice. Our criteria for selecting TRLs did not address the issue of teachers' attitudes toward research. Approximately five of the 50 TRLs in all three sites did demonstrate some initial affinity for research and were accustomed to reading and discussing research information. We have little evidence that TRLs had field-tested these self-found research studies in their classrooms to the end that they implemented the strategies and reported the results.

Our job was to capitalize on the assets TRLs brought with them--i.e. dedication to the union, peer respect and trust, teaching effectiveness, and willingness to investigate innovations--in order to develop their receptivity to professional knowledge based on research findings.

We were aware that in the main, teachers had previously received research information in a very debilitating form. Usually it came to them as mandated programs for classroom implementation without the teachers' input and/or without the teachers' understanding of the research base (e.g., The Competency-Based Curriculum).

We found that membership in the union, associated with providing positive benefits, was very important in developing TRLs' willingness to believe that a non-threatening, non-evaluative process was indeed achievable. This greatly enhanced their ability to investigate the translated research summaries on a personal level. Our foot was in the door.

Our next goal was to convince the TRLs that as their peers, we valued them as individuals and we recognized that personalized teacher style was very important when asking people to assimilate new information. Consequently, we found that teachers were willing to say, "I thought the idea was super," or "I don't think that works for me." Moreover, we discovered that teachers began to broaden their perspectives and were likely to comment, "This appears to be workable at second grade level. Is it equally as successful with older children?" The degree to which teachers were open to asking questions of, and receiving answers from, each other reflected another developmental process. The AFT team constantly demonstrated respect for professional opinions based on individual teaching/learning styles. The establishment of ground rules which encouraged people to "agree to disagree" enabled research discussion sessions to be increasingly fruitful.

Information on adult learning styles indicated that challenges to experiences shared by adults could be translated into personal attacks, so we encouraged our TRLs to avoid negative challenging, both as consumers and disseminators of the research information.

Important in setting the stage for acceptance of the ER&D process, even beyond the elements of trust and openness, was the task of getting teachers to envelope research into the mainstream of their thinking as professionals. This suggests that teachers could perceive what we were doing, not only as a nice addition to their lives as teachers, but as an essential element in developing good practice. The most prevalent evidence we have that this began to happen came via feedback from successful teachers whose practice was validated by research findings. Often they said, "It took me years of struggle to develop my teaching strategies, only to find that they are here for the asking. Why didn't we get this in pre-service training?" There are, of course, many reasons why this information was not accessible to experienced or pre-service teachers, but what is important here are opinions expressed by teachers indicating that research information should be maintained as a staple in the teaching/training process, not as an occasional whim or flimsy supplement.

Teachers often find themselves in a position of isolation, having minimal contact with their peers or administrators during a school day. We found that discussion and sharing of research-based educational strategies provided our TRLs with a vehicle for "coming-out" of isolation and discovering that other teachers were experiencing the same successes and failures they were. This was a very important component in helping TRLs develop into a cohesive group that, through investigations of their own teaching situations, could begin to address the science of teaching on a more global level of interacting with their peers.

DEVELOPING INTEREST IN SPECIFIC PIECES OF RESEARCH

We have described the reasoning behind the selections of the two major topic areas in which we sought out research. Combining our own experiences as classroom teachers and interactions with teachers through the union structure, we had a sense of what might be interesting to teachers or what are their major areas of concern. As we read the research summaries, we culled some of these highlighted areas and made decisions on how they should be presented to get the most mileage.

A typical training session involved discussion of the research concepts among the group assembled. As we have indicated, we emerged from a process of bringing the research summaries to the training session and "explaining" the concepts to the TRLs to mailing the summaries to the TRLs' homes for advance review so that they could contribute to an investigation of the particular research findings in a discussion-oriented format. We found that as time progressed, more and more of our TRLs looked forward to reading the summaries so that they could be involved in the research discussions.

We decided to enhance the summaries with classroom-oriented training activities related to the research concepts. We pooled all of our talents in order to tailor these activities to suit the intent of the research, while at the same time developing "tangibility" between the concept and practice. Again, we used actual and vicarious teaching experiences to recall classroom situations which appropriately demonstrated the idea being presented in the research. We developed role-playing experiences in which students' disruptive actions as individuals or as groups were reenacted. TRLs were often exhuberant in their portrayals of their roles as "students"or as "teachers." We noted from our role-playing that teachers certainly know a great deal about student behavior. Other activities included review of actual or simulated case studies and response to open-ended questions. In some cases, activities which required overt participation by a larger group were presented as case studies and discussed in a small-group format as an alternative to the more time-consuming role-playing experiences. A typical example of this process may be drawn from Jacob Kounin's research on Group Management Strategies. In demonstrating the importance of "overlapping" skills needed by teachers, we developed a role-playing situation whereby a student who has been in a pull-out program for special education training returns to the classroom earlier than scheduled in a foul and noisy mood. Most teachers easily relate to this experience in terms of adjusting their schedules to accommodate individual "pull-outs" and planning to keep the rest of the class "on-task." Many frustrations come to mind and teachers easily "buy into" the activity as participants or discussants.

After the discussion and the activity (although we were not always able to do an activity due to time restraints), we were reasonably sure that teachers had a grasp on the major focus of the research. Next, we asked that they select some portions of that particular research study for implementation in their classrooms. Generally, they had a minimum of three weeks between sessions to work with the concept. We provided research action forms for them to jot down some of the details of their implementation plan, mainly a listing of all of the concepts covered, followed by a delineation of the concept(s) they would implement in the classroom for whatever reason they decided they would try it. Then, they would outline the ways in which they felt they could bring about the implementation, with which group, and what they would need to make it work.

A natural follow-up was to find out what happened as a result of trying the research. The type of feedback we got through these follow-up discussions is discussed in the Appendix.

In each site, the TRL group developed into a cohesive entity dedicated to a cause. Teachers found ways to overcome their level distinctions, whether grade, subject or experiential, to make decisions about the applicability of research concepts. A sense of identification with the cause was visible as elementary and secondary teachers collaborated to design efficient classroom arrangements and to discuss the appropriateness of rules and consequences. We saw evidences of people in "specialized" positions, such as counsellors and teacher specialists (trainers) develop commonality or closer peer relationships with classroom teachers. One of our TRLs is a teacher in a day care center, while another is a special education teacher. All of these elements contributed richness to the process and put the research concepts to the ultimate test. In most cases, the research passed with flying colors. When it didn't, we found out why and were able to go back to the drawing board.

Our training for trainers process ran concurrent with the exposure to the research concepts. As our people became comfortable with research information and began to branch out as disseminators, we utilzied several strategies to facilitate their efforts, one of which involved "practicing" research presentations. What we discovered here was that in the act of practicing, TRLs reported they received even greater understanding of the research concept. In most instances they were forced to review the research summaries and made three important discoveries: First, that they had learned much more than they thought; Second, that they had implemented much more than they realized; and Third, that there was a lot of information to be digested. We couldn't ask for much more.

DEVELOPING DISSEMINATORS

The TRL role as disseminator involves a rather complicated network of behaviors. Essentially we were asking TRLs to disseminate the research information under the same philosophical umbrella we had used to disseminate to them. We wanted them to share the information with those of their peers who were willing to receive it and to guarantee that the information would be used at teachers' professional discretion. Moreover, we wanted them to develop others as users of research by encouraging classroom implementation of the research-based strategies. Finally, we wanted them to solicit feedback from teachers to keep the lines of communication open between teachers and researchers.

We discovered during the process that the TRLs often modeled our methods of conducting sessions and that we had to be careful to set good examples. It was not always easy to please everyone, based on their individual learning styles. Some TRLs were information-oriented and did not mind receiving the information in lecture form and converting it to practice. Most others, however, preferred supplementing the research information with practical, hands-on activities drawn from teaching experiences. In planning our own training sessions, the AFT ER & D team tried to accommodate both schools of thought, in addition to building in sufficient time for group interaction through discussions. Again we were cognizant that most TRLs would duplicate our behaviors. We constantly reminded them that they too would serve as models in their dissemination efforts and would be confronted with dilemmas similar to ours.

Believing that there is strength in numbers, we encouraged "pairing" of TRLs, whenever possible, to provide a basis of support for those who were presenting research. This was a process that was successfully utilized in each site. Pairs and even trios, which often included a member of the AFT staff team, collaborated to plan and present research information at large-scale workshops and small-scale meetings. Individuals made selections of areas of research to present based on interest and level of preparation. The amount of support given by the AFT team was dependent upon the degree of readiness of both the TRL and the project site.

Sometimes ER & D team members were very involved in the process, helping TRLs make decisions about what they wanted to present (this was rarely the case, however; most TRLs did have a sense of the material they wanted to cover) and providing xeroxed copies of materials for TRLs to use as handouts. The team also made great efforts to be "on site" with TRLs when they made their presentations and to spend as much planning and reviewing time as possible with them before the presentations.

We simulated situations in which presenters could possibly find themselves in adversarial positions and encouraged TRLs to brainstorm solutions for dealing with challenges, negativism, uncooperativeness and even hostility. Many of the scenarios we developed came from our own experiences in the project. TRLs found this to be a worthwhile exercise.

The ER & D team was mindful to let the TRLs take the lead and give only as much support as the TRL indicated was necessary. We co-presented only when asked by TRLs. In one instance in which a TRL has been very active as a presenter and has made requests of the team for help, we have begun to "wean" the TRL in order to encourage increased self-reliance. Yet, we had to be mindful of the fact that some schools have limited supplies of paper and that it may be difficult at times to locate enough supplies to reproduce materials. In other situations, the acquisition of supplies is not a problem. We encouraged TRLs to investigate appropriate places to conduct their sessions. Would buildings close? Is area safe after dark? Is parking accessible?

Our review of the literature on how adults learn provided us with some insights on effective ways of sharing information with adults. We realized that we could not "teach" them in the same manner that children are taught; that adult orientation to learning is based on life situations and, therefore, classroom experiences would be a constant frame of reference for TRLs as they reviewed the research information. Rather than simply transmitting information and skills for TRL absorption, we fostered a process model for teaching these adults, whereby they were exposed to procedures and resources designed to help them acquire information and skills which could be applied to present and future situations. It was necessary for us to make some changes in our own process, hence we decided to mail the research summaries to the TRLs well in advance of the training sessions so that they could participate as "equals" during discussions. We always encouraged the TRLs to utilize similar strategies in working with teachers in their schools, even though some of them found it difficult to move away from the pedagogical model.

During our own training sessions, we talked about these methods of teaching adults and encouraged "practice" sessions. It was during these practice sessions that we learned another lesson. Teachers are required to present information to students all the time. It is a quite different and often intimidating experience for them to present information to their peers. Even within our project sites where TRLs had developed a sense of sharing and groupedness, those TRLs who did not come to us as experienced presenters were apprehensive during the practice research presentations. This required a lot of hand-holding on our part as we recognized that these teachers were struggling to absorb the research information, while at the same time they were developing skills as teacher trainers. In reference to absorbing the research information, we constantly supported the idea that being able to "try out" the research strategies on a first-hand basis was a valuable way of helping to learn the concepts. Yet, we were aware that some of our TRLs, the New York City Teacher Specialists, two of our local site coordinators and members of the AFT team, did not have current classroom in which to implement the strategies. Still the dissemination process was supported and facilitated by all. We can only speculate that the research information itself stood its ground in terms of usefulness, logic and credibility in the science of teaching. We are also tempted to conclude that the methods by which we shared the information influenced the way it was received and therefore impacted on the recipients' desire to have it shared with others.

Our disseminators operated on two levels, the most valuable to our process being the research sharing at building levels. It is at this level that the ongoing practice of examining and utilizing research-based information can be maintained. Given a continuous supply of information, linkers can continue to share the information with individual teachers who ask for help in small, informal groups; organized study groups; and regularly scheduled meeting groups. TRLs can realize their role as research facilitators because they can serve as on-site consultants, capitalizing on their proximity to their fellow teachers. A sense of groupedness similar to that developed by the TRLs at the pilot project sites can develop within schools.

We have documented evidence that these things have already begun to happen in some of our schools and can be exemplified by recalling TRLs' experineces with one segment of the classroom management research which dealt with classroom arrangement of furniture and supplies. A New York City TRL reports that the librarian in her elementary school was complaining about the unmanageability of the classes that came to the library. She asked the TRL for suggestions. The TRL discovered that the library furniture was massive and actually too large for students to be comfortable. Furthermore, the shelves were so high that the librarian could not see over them in order to monitor individuals or groups. Through a school effort of "begging and borrowing," the library was able to get smaller chairs and tables and lower shelves. It made all the difference in the world. Also, a Washington, D.C. TRL reported that she rearranged her own classroom after working with Evertson's Beginning of the Year Classroom Management Strategies. Other teachers at her school complimented her on the new arrangement and asked her to help them rearrange their classrooms. She set up a workshop session for those interested titled "Let's Get Physical." A San Francisco TRL used a manual based on the Evertson research on Organizing and Managing the Classroom to influence the school principal to reassign her and others' classrooms and supply adequate furniture in order for her teaching team to implement their special re-entry program for students. In this case, the principal was entirely unaware of the importance of room arrangement in helping teachers to better manage group situations. Having understood this need through the research information, the principal assigned this teacher to a larger classroom and provided portable tables which the teacher could use to set up small and large group learning situations for her students.

A portion of our research dissemination has also been done on a wide-scale basis. Attendance at these sessions has been exceptional at all sites and in one case a repeat session had to be planned to accommodate those who were turned away. These district-wide sessions serve as information-sharing formats, which help to support the idea of utilizing research-based teaching techniques and tend to stimulate interest in the project. In some cases, workshop participants have expressed interest in becoming TRLs. Most gratifying of all in these sessions is the sense of fulfillment registered by the TRL presenters as they receive praise and encouragement from their peers for the service they have performed.

We had to learn to be comfortable with the dissemination role TRLs felt secure in assuming and felt comfortable to share, from placing research information in teacher lounge areas and responding to inquiries, discussions with small groups, or presentations to large groups.

COLLABORATION

The ER & D Program enhanced an important function of the union in service delivery to its members by establishing a relationship between the educational research community and practicing teachers. This program has generated tremendous interest from representatives of local education agencies, as well as institutions of higher education.

Collaboration with Building Principals

From the very beginning, we recognized that support from the building site principals was imperative in order for TRLs to implement the program in their schools. We were able to meet with almost every building principal in schools where our TRLs were located. In some cases, especially in D.C., the TRLs were released from classroom duties and participated with us in project-orientation meetings with their building principals. This worked well because agreements on how to proceed could be made first-hand, as TRLs described to their principals how they would like to operate in the school. In other cases, the AFT team met with principals to develop awareness of the project and to pave the way for TRLs to arrange a plan of operation. It is important to note that in situations where we could not arrange meetings with building principals, no building level dissemination took place.

Important in our message to principals were the stipulations that teachers could participate in this process without fear that the information and materials they received would be used as a measure of evaluating their teaching performance. This condition is necessary because teachers often shy away from innovation and experimentation which results in increased administrative observation and evaluation. In effect, they perceive themselves as being penalized for trying to improve practice. For the most part, principals agreed to the non-evaluative stipulations.

Additional support sought from principals included provisions for a place where teachers could meet, arrangement for after-school meeting times, possible in-school meeting times and a general attitude of moral support for the process.

In rare instances, principals attended some of the ER & D sessions with the teachers. We found them to be as receptive to the research information as they were to the idea of having an educational research program in their schools. Sometimes we had to restrain their exuberance, as they would tend to lapse into the mode of mandating teacher behaviors based on the research information. One principal, in particular, addressed his staff on the morning after a research presentation had been made by a TRL on Rules, Procedures and Consequences and congratulated the TRL for the quality of the information and of her performance and then informed the school that he would be checking with each teacher to see if they had developed a hierarchy of consequences for students who broke the school's no-gum-chewing rule. The effect was to change faculty receptivity to the research to a feeling of resentment.

The principal's participation in ER & D sessions was sometimes quite helpful. In two school districts in which ER & D team members conducted large-scale classroom management sessions, principals and other administrators present came up to inquire as to how they could help to further the ER & D cause or how they could get the program in their schools.

Examples of the cruciality of the building principal's support for the project can be cited by describing what happened when that support was lacking. One of the most active D.C. TRLs is in an open-school environment to which her building principal did not want her admitted. Apparently, placement in this school is considered something of a reward for highly effective teachers. The TRL deserves the placement, but there exists between the TRL and the principal some personal differences that have spilled over to professional areas. The principal met with the AFT ER & D team and was impressed with the program but wanted to exclude the TRL in presenting the information to the staff by having members of the ER & D team as presenters. Having been thwarted in this attempt, the principal led the entire staff in resisting any efforts on the part of the TRL to disseminate in the building. This caused the TRL to abandon any plans to operate in that school except on a one-to-one basis. It should be noted that this same TRL served on a national panel of teachers who participated in a research collaboration project with Far West Laboratory and performed admirably.

Another principal initiated his comments to us at our first meeting by stating, "Actually, all a good teacher needs is some kids, some chalk and a blackboard, and they can close the door and teach." We explored the purpose of the project with him in two subsequent meetings to the end that he could see the value of teachers implementing research-based teaching strategies. Building level dissemination in that school continues to be stymied, however, due to the principal's insistance that all ER & D inservicing operate under his control (e.g., attendance taking, and evaluation of workshop participants and follow-up behaviors). The TRL, who is also a teacher center specialist, has been forced to share the research information with teachers on a very limited low-key basis.

Collaboration with Institutions of Higher Education

The process for effecting ER & D collaboration with colleges and universities varied in each site. Primarily, our goal in establishing relationships with the institutions of higher education was to provide an ongoing supply of relevant research in areas of need designated by the local union, to have this research "prepared" for the locals in translated form to keep locals abreast of new research, and to continue communications between teachers and researchers. This, we felt, in addition to continuous training of new TRLs, would permanently establish the ER & D project in each site.

In each meeting held with deans and professors of colleges of education, there was universal acceptance, and even were accolades, for the project intent. Interest has been maintained and some movement made, but funds to support collaborative efforts with the colleges remain a major stumbling block.

New York City

Our first meetings in New York City were with Arnold Webb, Dean of Education at City College of New York. Dr. Webb was immediately intrigued with the idea and seemed particularly interested in aspects of the research we had shared that would impact on teacher training. He arranged for the AFT team and a representative from the New York City Teacher Center to meet with the Department Chair of every branch of the school of education. Subsequent to this meeting, expressed interest in the project was demonstrated by the Chair of the Teacher Education Department and the Associate Dean of Education. A third meeting was arranged with Dr. Webb and Myrna Cooper of the Teacher Center. During the fourth meeting, the City College team requested additional information on areas related to turf, flexibility and control of research information. They felt that they needed answers with which they could be comfortable since their involvement would have budgetary implications and has much to do with their accountability to the university. We are still in dialogue with City College.

Next, we met with Dr. Max Weiner, Dean of the School of Education at Fordham University and Dr. Thomas Mulkeen, Associate Dean. From the onset, Dr. Weiner reflected his concerns about monetary considerations in assigning staff to work on research translations, etc. He and Dr. Mulkeen continued dialogue with the project, however, and eventually visited one of the regularly scheduled TRL training sessions. At this point, the New York City project is looking forward to a continued relationship with Fordham through the placement of researcher Fred McDonald on the Fordham staff. Dr. McDonald is highly conversant with project progress through his relationship with the New York City Teacher Center. Additionally, Dr. Mulkeen has

Lee shulman had joined the staff at Stanford and was able to make very positive contributions to the process. One avenue that was consistently pursued and has come to fruition is the extension of an invitation for San Francisco TRLs to attend Dr. Gage's graduate school seminar on educational research. At present, two TRLs will attend the sessions beginning January 4 as Visiting Practitioners and will be able to contribute their expertise as practicing teachers, while being involved in an experience of examining current educational research findings. Moreover, the local site coordinator is charged with using her contacts and those of the union to seek funding sources to pay for a percentage of a graduate student's time to identify and translate new research studies for San Francisco TRLs. Other suggestions for use of funding include providing for one or two TRLs to become involved in a work-study program at Stanford where they get first-hand training in educational research and "translate" it for use by the TRLs. This could possibly serve as a two-year project involving teachers who are on sabbatical and could be degree-related, if the participant so desires.

Washington, D.C.

Representatives from four universities in Washington, D.C. engaged in a dialogue with the AFt staff and Jimmie Jackson, the Local Site Coordinator, to explore the issue of project collaboration. Early meetings with Dr. Charles Asbury and Dr. Sylvia Johnson of the Department of Educational Psychology and Research Methodology, from Howard University were left at the expressed interest stage but have not been pursued. Essentially, the same thing happened with American University where we met with Dr. Dawn Thomas, Director of Teacher Education; interest in the project, again, was expressed. Possibly, dealing with four universities was unwieldy in trying to coordinate a process. The local site coordinator pursued interactions with two of the four to the end that some progress has been made.

We first met with Dr. Barbara Smith, Dean of Education, who stated from the outset that she might be able to commit her school to assist the project in identifying research through the sophisticated communications network established at their school of education. She indicated that they might become involved in translating research, but to a very limited degree. However, the prospect of having a source for obtaining new research will be very helpful in D.C.

Our meeting with Dr. Eugene Kelly, Dean of Education at George Washington University, was significant in that the greatest potential for ER & D collaboration in D.C. has developed through this institution. Traditionally, extended an invitation for New York City ER & D project people to meet with the faculty at Fordham in order to explore avenues for future interactions with an eye to involving the TRLs in "Research Seminars" at Fordham.

Project staff met with Dr. Michael Timpane, Dean of Teachers College at Columbia University early in the year. At that time, the aspect of funding for this effort was a primary concern.

Since funding has loomed as a very serious concern at all of the colleges and universities, Local Site Coordinator Myrna Cooper has been working with representatives from Columbia Teachers College, Fordham University, Queens College and the central administration to put together a funding proposal for submission to local foundations. Funds would be used for higher education faculty time and stipends for trainees. Options to be pursued include (a) training a TRL in each school in a targeted district, (b) developing research study circles, (c) offering a course, "Recent and Relevant Research for Teachers," staffed by present TRLs and higher education faculty members. Ann Lieberman, Fred McDonald, and John Lidstone (Dean of Education at Queens College) are assisting Myrna Cooper in developing the program.

San Francisco

We sought the advice of Advisory Board member Betty Ward at Far West Lab in determining which colleges and universities in San Francisco might be amenable to developing a collaborative relationship with our project there. Consequently, we were able to meet with several people in the area, including Henrietta Schwartz at San Francisco State and Larry Cuban at Stanford University.

Our most productive encounter, however, was with Dr. Nathaniel L. Gage, educational researcher and professor of education at Stanford University. We first met with Dr. Gage in May and have continued to develop a workable relationship from that time to the present. After several meetings in the spring to which the AFT team eventually introduced Kathy King, Local Site Coordinator for the San Francisco project, Dr. Gage expressed interest in attending one of the TRL training sessions. He was invited to attend the session in June which was held at Far West Lab. Ralph Putnam, graduate assistant, accompanied Dr. Gage at the meeting. It was at the conclusion of this meeting that Dr. Gage made a specific commitment to explore ways in which to involve himself and his department in the collaborative effort.

Meetings with Gage and members of his staff continued after the summer vacation. By this time, Project Advisory Board member the D.C. Teacher Center has worked through George Washington University as a support base for its staff development efforts, both in granting graduate school credits and lowered tuition fees to teachers who took teacher center courses and in supplying consultants and presenters for sessions at the teacher center.

This solid relationship with the institutionalized teacher center structure was a natural for establishing collaboration with the ER & D program. Tentative plans provide for our experienced TRLs to share the research we have given them over the past year in an educational research seminar to be presented at George Washington University and other area universities represented by the Metro Council of Deans of Colleges of Education. One TRL will be designated as the overall course presenter and other TRLs would serve as course consultants who would each present a certain segment of the Classroom Management and Teaching Effectiveness research they received in the AFT ER & D program. The opportunity to present on a college level can be seen as a tremendous self-esteem booster for our TRLs. Still to be considered, however, are ways in which to solidify the research acquisition and translation process in D.C. in order to guarantee continuation of the process after present information is utilized.

Collaboration with the Research Community

We have established communication with most of the researchers whose studies have been used, Jacob Kounin being the most obvious exception given the degree to which we used his work. But, we have also used a great deal of Jere Brophy's work and have been in repeated contact with him through NIE conferences, telephone and written communications, and finally through a project team visit to the Institute for Research on Teaching at Michigan State University. Likewise, we had personal contact with Carolyn Evertson, Jane Stallings, Edmond Emmer, Fred McDonald, Dave Berliner , Charles Fisher, Barak Rosenshine, Walter Doyle, Tom Good, Linda Anderson, Gary Griffin, Ron Edmonds, Judith Green, Fred Erikson, Nate L. Gage, and others. Members of our Advisory Board, Ann Lieberman, Lee Shulman and Betty Ward are well-respected educational researchers and have been instrumental in assisting our efforts to cultivate relationships with the research community. We discovered, to our delight, that most researchers are quite excited about the prospect of having their findings put to the "everyday classroom" test.

Our project team has visited with and participated as discussants and presenters in programs at Far West Lab in San Francisco; The Changing Teacher Practice Conference at R&DCTE, University of Texas at Austin; AERA's Invisible College; the NCSIE National

Conference; and several NIE-sponsored programs, including the BTES conference on Instructional Time and Student Achievement at Northwestern University, the NIE Annual Summer Meeting on Perspectives and Priorities, and the Decade of Progress Conference on Research in Teaching: Implications for Practice at Airlie House, Virginia.

We are scheduled to make a project presentation at the 1983 AERA Conference in Montreal and have been nominated to receive an award in the category "Contributions to Relating Research to Practice." Findings from the ER & D project will also be presented at the 1983 AACTE annual meeting in February and at the AFT Quest Conference in April.

SPECULATIONS FOR FUTURE CONSIDERATION

1. The issue of ownership as it relates to the process model

In the selection of TRLs and building sites, we provided each local with the same criteria. In each site, the criteria were modified to fit the local context organizationally, politically, and socially. Initially, we did not always get what we, as outside agents, felt necessary. The question becomes, did we really "lose" as a result of these modifications? If we had been adamant about sticking to the original criteria, would we have destroyed a sense of ownership on the part of the local? We can speculate on the basis of this experience and other dissemination research, that ownership and cooperation had to be established to initiate the project and that some modification should be anticipated.

Another question related to this is why was the process so easily modified? We provided criteria but no specific measures related to them. For example, take the TRL criterion "Is viewed as a leader and resource by peers." The selection was conducted by peers in the union and/or teacher center. However, an instrument could have been formulated to have teachers identify leaders in their own building. Teachers in one building could simply respond to two questions: "Name three teachers in this building you view as leaders. Name three teachers you would use as a resource for help in working with students." By tallying the number of times a teacher's name was listed, you really would get someone "viewed" by other staff as a leader or resource. Obviously, this process would have been terribly time-consuming. The criteria were eventually demonstrated by "successful" TRLs, and perhaps we should remove the "selection" frame of reference from the list; "characteristics of more effective TRLs" may be more appropriate.

2. Realization of time commitment

It was always initially difficult for AFT staff to communicate the importance of time to TRLs, as related to frequency and length of sessions. Part of this may be due to the atypical staff development nature of the project (See "Readiness").

However, by the end of the project, "successful" TRLs all indicated that more time was needed (longer and more frequent sessions) and committed themselves to carrying on the process.

We can speculate, therefore, that the realization of time as an important factor in training and internalization is also part of the transformation process. It is not until TRLs have worked through the entire process that they fully comprehend this issue.

This entire speculation relates to the institutionalization of any program. Teacher Corps evaluation studies reported that institutionalization may take up to seven years. Being a TRL in our program and "becoming" a TRL are really two separate phenomena. "Becoming," like change, is indeed a time-consuming process. Perhaps the only way to fully comprehend this is in retrospect.

3. Occurrence of Dissemination

Across sites, some TRLs disseminated more than others. In analyzing the contexts in which these TRLs operated, several critical factors seem to emerge.

First is the issue of availability of a dissemination forum --in other words, a planned activity specifically designed to promote dissemination. Collectively, this was first evidenced by the borough union office sessions held in New York. Individually, this was first evidenced by the TRL in Washington who was also the teacher-coordinator of staff development in her building. She had been given one class period per day to work with teachers. Crucial to these two specific activities was external support in providing time. In New York, this support came from the teacher center and union; in Washington, it came from the school principal.

Second is the speculation that dissemination fosters further dissemination. Once "over the hump" of that first dissemination activity, TRLs felt comfortable to plan and conduct other activities. Those who had previous experience in this role began disseminating sooner.

Related to this is the feedback from peers. More than just peer-recognition that the TRL is an "information gatekeeper," is the sense that feedback from peers on the usefulness of the information acts to reinforce the TRL's role as a "teacher helper" - "I have done something perceived as helpful to my colleagues." The TRL's own growth has provided growth for others.

The third factor which promotes dissemination is the TRL's perception of need on the part of other teachers. Informal dissemination across sites occurred when TRLs responded to either direct or indirect requests for help. It was more than a global "this-information-is-helpful-to-teachers" perception. An example of a direct request is the librarian who asked a New York TRL for help in better managing the library or the San Francisco TRL who worked with a new teacher who was asking for various kinds of help. Responses to indirect requests are best exemplified by Washington TRLs who were fully aware of the demands of the Competency-Based Curriculum placed on teachers. When they received the research on direct instruction, they could not wait to share it!

4. Loss of research focus

Does research lose its "integrity" through regeneration of dissemination? While we do not have enough evidence to conclude yes or no, we can offer several speculations.

Research translation without the transformation process may lead to a watering down of concepts. Transformation promotes clear understanding of concepts and undescores the value of research as a knowledge base.

Perhaps the broader the repertoire of helping information the TRL has, the more likely the "threat" of integrity loss. This may be a natural occurrence and in actuality a positive one. TRLs should see the link between research and practice. However, those TRLs who had delivered other inservice would often say, "This fits in with my course on...." We had to remind them that one of our initial goals was to promote an appreciation for useful research, therefore we did not want the information buried among other programs.

We do suspect that there probably is a time that research ceases to be research. That is when it becomes internalized in practice. That is not so terrible.

FINDINGS

1. Knowledge of educational research findings is essential to teachers' ability to carry out their responsibilities in the highest professional sense, and its dissemination should be institutionalized in both preservice and inservice teacher preparation/staff development programs.

Teaching involves numerous sets of highly complex skills. Assuring that all teachers have access to state of the art knowledge about the teaching/learning process is as important in guaranteeing students' right to equal educational opportunity as it is in enhancing teachers' ability to reach the highest levels of professionalism.

2. The local teacher union structure serves as an extremely effective dissemination vehicle for transmitting professional knowledge to teachers.

Unique benefits of using the local union structure include: 1) a high trust level on the part of recipients which fosters openness and receptivity; 2) an orientation toward collectivism and peer support as opposed to the traditional isolationism of individual teachers; 3) a personal sense of participation understood not only to involve getting, but also giving; and 4) an understanding of the necessity of local decision-making to mold program process to specific local needs, thereby establishing local "ownership" of the process. These benefits can be tapped, however, only with the full support of the local union leadership.

3. The higher the level of sophistication of existing training and dissemination mechanisms accessible to the union within a local site, the shorter will be the time necessary to train "Teacher Research Linkers" and begin systemwide and building level dissemination.

This finding might be anticipated, but it is important to note that while a local without highly developed structures for staff development may require more time to implement the process, it can even eventually realize the same degree of success as more experienced locals.

4. Teachers' internalization of research concepts to the extent that the knowledge becomes an integral part of their practice - a process we call "transformation" - develops over an extended period of time after intensive work with the research.

Merely reading research studies or research "translations" does not have a significant impact on teacher practice. Distribution of written materials, we believe, is relatively ineffective as a sole dissemination effort. Added to this must be training activities, such as simulations, role-playing and case studies; experimentation in the classroom; coaching; demonstrations; and interaction with peers. Interestingly, the dissemination role fosters even deeper understanding of the research as one is compelled to master or internalize the concepts sufficiently to articulate them and their relation to practice to others.

5. The major value of educational research to teachers is to improve/refine teacher skills through reflection on practice and to revitalize teachers' sense of professional pride and efficacy.

The use of educational research to set rigid prescriptions on how teachers should teach is counter-productive and unfounded. Research, however, can be extremely valuable in providing teachers the opportunity to reflect on their practice - assessing both their values and goals in teaching, which strategies produce which results and why, etc. We found that through the inquiry and analysis this engenders, teachers changed practice willingly and enthusiastically. This attitude resulted from the process which allowed them to fully explore the rationale for change prior to implementation; to assess which changes suited their own teaching values and styles; to determine the pace of change with which they were comfortable; and to explore from their own perspective, and their peers', why a particular strategy succeeded or failed. Unfortunately, such reflection is rarely emphasized in teacher training programs and actively discouraged by the lack of time school systems provide for such exercises.

A second, very strong effect of teachers' research study was to boost teacher morale. The research said to teachers who had worked long and hard to develop effective teaching strategies that indeed they were doing the right thing. This resulted in a renewed sense of professional pride and efficacy - a sense of self-satisfaction and accomplishment critical to sustaining high performance levels. Validation of practice through research allows teachers to explain to anyone not only what they are doing, but why.

6. The teacher-to-teacher dissemination process is highly effective, because it allows all teachers equal opportunity to interact on a professional basis.

Within the group of "Teacher Research Linkers" (TRLs) trained through this project, there developed a sense of collegiality and peer equality. This was true even though some TRLs entered the program with more staff development training than others. The information provided by the research and the commonality of classroom experience served to unify the group as equals.

7. Building level dissemination of research, in which the principal's support is a critical factor, offers the greatest opportunities for institutionalization of the ER&D process and impact on large numbers of teachers.

Teacher-to-teacher study and dissemination of research at the building level is more successful than system-wide dissemination, because it allows for continuity in research study, provides a convenient meeting place, and takes advantage of similar needs and common experience which foster group cohesiveness. Because all teachers should be familiar with the existing professional knowledge base, all must be given the opportunity to interact around it. The building level structure is the most practicable way of doing so. Study groups may be easily sustained over the extended periods of time that are necessary for "transformation" (see Finding #4) to take place.

Cooperation of school principal is a critical factor in successful building level dissemination. The non-evaluative nature of the process must be maintained. The principal can be instrumental in seeing that time and space are provided faculty for study of and reflection on practice.

8. Funds, rather than interest or desire, are the major obstacle in establishing collaboration between teachers and researchers and colleges of education.

No one assumes responsibility for dissemination of research to teachers, therefore no one has budgeted monies to pay for faculty time which might be devoted to research interpretations or translations, teacher research internships, or seminars. Despite the enthusiasm and interest university-level faculty and federal research labs centers expressed in the ER&D program, collaboration efforts have been stalled for lack of funds to proceed. Although we can replicate and expand upon what the project has done with classroom management and teaching effectiveness research, the program is threatened with eventual collapse without the influx of new research translations. Pilot sites are now investigating outside funding sources. University tenure and promotion systems which give little recognition to field work done in schools may present an additional problem in the future.

9. Institutionalization of the AFT ER&D process can not be accomplished in two years.

It should be little surprise that institutionalization of a process as complex as this cannot be accomplished within a two-year period. Simply coordinating key players - teacher union leaders, teachers, administrators, researchers and college faculty - is a time-consuming process. Because "transformation" occurs only after an extended period of time, it takes at least one school year, possibly more, for the full realization of the impact and benefit of the process to become apparent to participants. It is this realization that fosters sustained commitment.

10. The AFT has developed a successful model for dissemination of educational research to teachers which should be replicated in local affiliates throughout the country.

The AFT Educational Issues Department plans to maintain its contacts with the research community and its efforts to disseminate the science of teaching. We plan to hold five-day training sessions for teachers designated as local site coordinators by local unions interested in replicating the ER&D program.

IMPLICATIONS FOR
STAFF DEVELOPMENT AND PRESERVICE TRAINING

I. Staff Development

1. To enhance the professional growth of practicing teachers and to insure the continued improvement of practice, mechanisms within the educational system should be established to link teachers directly to the wealth of knowledge in educational research.

   Teachers are professionals and capable of making decisions individually and collectively regarding the value of educational research findings and their significance for practice. They are also capable of determining, and are probably the best judge of, how research findings can best be implemented in the classroom. Too often, research reaches teachers indirectly in the form of mandates by administrators who have set uniform and rigid prescriptions as to how the research will be implemented. In many cases, the integrity of the research base is lost, because teachers are not informed that the mandates are research-based and, therefore, lose the rationale behind implementation. Consequently, teachers come to view these mandates as either a nuisance or a threat to their experiential knowledge of effective teaching and learning strategies.

   Additionally, given that declining economic conditions and shifts in student populations adversly affect school districts' abilities to hire beginning teachers who to some extent represent an ongoing source of new educational knowledge for school faculties, the likelihood of limiting opportunities for older experienced teachers' access to new ideas and information increases. This necessitates another continuing source of new knowledge.

2. Teachers' work days should be restructured so that time is available at least semi-monthly for teachers to engage in a supportive staff development process which has as part of its focus the sharing and discussing of educational research as it relates to practice.

   Unlike inservice training, staff development is a process that occurs over a period of time. It is both continuous and steady in the sense of regular opportunities for new input or reflection. Staff development, and the potential for professional growth which stems from it, is a crucial element in maintaining a vital, energetic faculty. Too often, school systems and the public lock into the mind set that says teachers are not doing their job unless they are teaching. Regular staff development needs to be recognized as a priority for the continuation of effective teaching and must be accorded sufficient time within the teacher's day.

Ongoing staff development also builds faculty cohesiveness. This project found that teachers as a group are very isolated. They spend most of their day working with children, and there is seldom any meaningful time for them to meet with other teachers to collectively develop solutions to problems they encounter in teaching or to explore new approaches or strategies for effective practice.

3. All staff development and research sharing sessions should be conducted in a genuinely supportive atmosphere in which teachers feel free to investigate alternative practices and to select those they feel most comfortable implementing.

Staff development, including the internalization of educational research, is a gradual process of change in one's attitudes, beliefs, and, subsequently, behaviors. Real growth and change, as such, cannot take place unless they are based on a voluntary process which allows the individual to make an internal decision about change. The atmosphere for such reflection and change must be open and supportive. Teachers need to feel that they can share their ideas and that they can expose their problems or weaknesses, without fear of threat or evaluation. The presence of administrators, despite their best intentions, always leave a doubt as to whether the thoughts or concerns that are shared will be used later to evaluate them.

The experiences of this project have clearly demonstrated that the teacher-to-teacher interaction model is one which is least threatening to teachers and offers the greatest opportunity for building a mutually supportive network. Furthermore, as demonstrated by this project, there are teachers who are not only qualified to assume a leadership role in delivering staff development or research training to other teachers, but who are also sensitive to the support needs of their peers. Finally, these teachers possess the added advantage of being able to present research and other professional knowledge in an experiential framework with which other teachers can easily identify.

II. Pre-Service Training

1. There is a wealth of good research on more effective practice which is useful not only to practicing teachers but also student teachers. Research on teaching effectiveness and classroom management should be integrated into teacher education programs.

   In particular, experienced teachers categorically singled out the research findings on classroom management as a must for all preservice teachers. Many experienced teachers commented they wished they had this information available to them during their training. In some instances, preservice teachers took part in project-sponsored workshops on classroom management. They commented that the information was very helpful and that they had not received such practical management techniques in any of their training.

2. Preservice teachers should be trained in how to understand and use educational research. Inquiry skills, a basic understanding of research reporting techniques and jargon, and a knowledge of sources of research information are critical to this process. More than just teaching teachers how to use research, and ideally how to pursue research questions in the classroom, teacher preparation programs have the responsibility of transmitting to teachers their shared obligation to keep abreast of research on teaching and learning.

   The ER&D project provided teachers (the TRLs) with the time and opportunity to reflect on and investigate the happenings in their classrooms. Project staff found that frequently teachers felt something was not right in their classroom but had not had the time to fully explore the problem nor methodology for pursuing it. Training in research would help to establish a mind set which promotes greater self-inquiry and examination of classroom processes, leading to more positive attitudes toward teaching and a greater sense of teacher control of their environment.

Furthermore, since institutionalizing the translation of educational research for all teachers' use is a long way off, training teacher candidates to understand and use research would insure greater use of research in its present form and help strengthen the ties between teachers and research.

III. Collaboration between Research and Practice

The responsibility for disseminating educational research to teachers should be shared one among administrative leaders, teacher trainers, the research community, and the teacher union.

It is the school system's or central administration's responsibility to work with teachers through the local union to establish the Educational Research and Dissemination model. The time for staff development opportunities, and specifically educational research training, should be available to all practicing teachers. This means making staff development and research training a priority within all schools, providing the necessary time (release time or other) for teachers to interact collectively, and generally supporting an atmosphere conducive to real staff development.

It is the research community's responsibility to conduct research, sometimes collaboratively with teachers, and to interpret their findings for teacher use. It is also their responsibility to publish their findings in journals which are widely read by teachers and to discuss their findings in forums which are widely attended by teachers.

Teacher training institutions can also take responsibility for the interpretation of findings and translations of those findings which make them suitable for classroom application.

Besides incorporating research knowledge and its utilization into the curriculum for both preservice and inservice training, teacher training institutions can develop teacher research internships and/or seminars for practicing teachers. Greater emphasis can be placed on developmental fieldwork by education professors and graduate students with more interaction between research faculty, teaching faculty and practicing teachers.

It is the union's responsibility to transform the interpretations and translations of these findings into meaningful information. The AFT Educational Research and Dissemination process has indentified qualified teacher-leaders who can implement this stage of staff development by creating training materials and activities specifically designed to link research to practice, communicating information in a non-threatening manner, stimulating the willingness to update and refine effective teaching skills, and maintaining an environment conducive to positive professional growth and change.

Further, the teachers' union can offer the opportunity for additional collaboration and dissemination through its journals, conferences and conventions, and the Educational Research and Dissemination process itself.

The American Federation of Teachers is committed to continued work in establishing this total process in local unions and school systems throughout the country, realizing that all components of the education community must shoulder the responsibility for the advancement of quality public education.

APPENDIX A

SITE SELECTION

Table 1

TEACHER AND STUDENT MINORITY/DISADVANTAGED POPULATION

APPLICANT	TEACHER POPULATIONS	PERCENTAGE STUDENT MINORITY/ DISADVANTAGED POPULATION
*New York (NY)	55,000	70
Dade (FL)	16,500	75
Detroit (MI)	13,900	85
*District of Columbia	5,700	98
*San Francisco (CA)	3,500	75
Rochester (NY)	2,700	65
Corpus Christi (TX)	2,000	70
Sachem (NY)	1,150	10
Warwick (RI)	1,050	9
Dearborn (MI)	913	15
Nashua (NH)	650	-
Total Average	-	52
Average of Selected Sites	-	81

Table 2

NUMBER OF BUILDING SITES PER LOCAL

Applicant	Elementary	Jr. High/ Middle	Sr. High	Other	(Total)
*New York	800	175	90		1,065
Dade	190	46	20		256
Detroit	189	63	24	16	292
*District of Columbia	142	28	36		206
*San Francisco	90	15	10	50	165
Rochester	43	3	9		55
Corpus Christi	40	12	6		58
Sachem	12	2	2		16
Warwick	20	3	3		26
Dearborn	19	8	3		30
Nashua	14	3	1		18

*Sites Selected

APPENDIX B

TRL SELECTION CRITERIA

CHARACTERISTICS OF EFFECTIVE TRLs

1. Is a Union member in good standing and displays loyalty to the local.
2. Is viewed as a trusted leader and resource by peers.
3. Has good rapport with the building principal.
4. Operates on a professional level; concerned with his/her own professional growth.
5. Is a risk-taker, innovator; takes initiative.
6. Possesses good interpersonal communication skills; can develop and maintain rapport.
7. Is able to develop alternative solutions to problems and evaluate them.
8. Is viewed as an effective teacher.
9. Has the time available to give to the Program.
10. Can facilitate the functioning of adult groups.
11. Is organized; task-oriented.
12. Exhibits empathy for others and respects individual differences.
13. Can be depended on to follow through.

APPENDIX C

FEEDBACK

TEACHER CHANGE
ER&D PROCESS
INDIVIDUAL RESEARCH TOPICS

FEEDBACK: TEACHER CHANGE

Essentially, training is offered to practicing teachers in the hopes that the information shared will result in improved classroom practices and ultimately, increased student achievement. Although the AFT ER&D program, in developing a dissemination process, did not scientifically document changes in teacher practice, we have demonstrated through feedback from teachers that there is significant testimonial data to support our belief that TRLs have made real changes in practice as a direct result of involvement in this program.

We are convinced that this input has validity, because teachers have volunteered the information under the aegis of a non-threatening/non-judgemental atmosphere and can therefore submit comments that are open and candid.

Our research training cycle of presenting research to TRLs, having them implement selected strategies in their classrooms and then report back on the workability of the strategies, provided us with instant feedback via self-reports. First, we could safely assume that when TRLs selected certain strategies for classroom implementation, they were indeed initiating some sort of change in practice, because they had already documented the research-based strategies that were currently built into their teaching behaviors.

Teachers have repeatedly described the ways in which they changed their room arrangements, developed consequences to help enforce their classroom rules or tried to deliver praise to students in a more specific manner. Testimony of students' responses to these changes provided further evidence that research concepts were being implemented. As an example, we cite the following change effected on a school-wide basis.

On a site visit to San Francisco, we went to a middle school where it was evident that the first period "homeroom" schedule had been changed. We later discovered that one of our TRLs had been instrumental in bringing about this change. As a member of a staff team that was considering ways of more effectively controlling student misbehavior, the TRL introduced the research-based idea of having logical, enforceable consequences as sanctions against breaking school rules. The rate of tardiness for first period homeroom had reached epidemic proportions. Students were not intimidated by consequences for being late to homeroom. They were concerned about tardiness to academic classes because an accumulated amount of latenesses resulted in lower grades and even failure of the course. The principal and staff decided to schedule academic classes for first period and homeroom classes for second period. Subsequently, tardiness for the first period in this school greatly diminished.

When we discussed "change in practice" with TRLs, they told us that often it was not immediately clear that change had taken place. Some TRLs emphasized that growth in the program was, necessarily, "a slow process." One TRL told us, "I didn't realize how much I had absorbed and how many of the research strategies I was implementing in the classroom until I went back over my Research Action and Reaction Forms to prepare for a workshop presentation." Another TRL did not change his own room arrangement until one full year after he had reviewed the BYCM research.

The following section on "Feedback" highlights information we received from TRLs through their self-reporting system (ER&D Research Action and Research Reaction Forms) and their verbal comments during training sessions. Other feedback has come from regular classroom teachers with whom we and/or TRLs have shared the research. Some of the feedback information was received from special education teachers who were given the opportunity to react to the research findings as related to their "specialized" teaching situations. In any case, these are the professionals in the classrooms. We respect their opinions and accept their views that the AFT ER&D Program has been instrumental in effecting change in teacher practices.

FEEDBACK: REACTIONS TO THE ER&D PROCESS

An appealing aspect of the AFT ER&D Program involved the prospect of teachers providing feedback to the researchers about their experiences, and perceptions regarding the research findings. Each time this part of the process was described to prospective project participants, we received responses which demonstrated that teachers were eager to tell researchers what they thought of their work. Throughout the program we were able to gather feedback information, and toward the end of the program, TRLs at each site inquired as to whether or not their reactions to the research had been shared with the researchers. It is our intention to forward this portion of the final report along with samples of the translated summaries and training activities to all researchers whose work we have used. Our feedback information developed from many sources. Most of the reactions came from TRLs during regular program training sessions. However, we also received a good deal of feedback from other teachers during small and large-group workshops on Classroom Management and Teaching Effectiveness.

In spite of the fact that our three pilot sites exhibited differences in terms of size, nature of student and teacher populations, district policies, etc., we found great commonalities in their reception of and reactions to research. Often, the same questions were raised at each site about particular pieces of research. Therefore, with few exceptions, we did not find it necessary to delineate responses on the basis of the site in which the TRL was located. Instead, we will relate their reactions to each of the research studies shared with them during the tenure of the program.

GENERAL FEEDBACK

"Knowing what made for more effective teachers made me think about my own teaching." This comment from one of our TRLs typifies the attitude of general reflection on practice demonstrated by those who participated in the ER&D Program. Moreover, we were consistently reminded of the overall sense of efficacy which seemed increasingly evident in project teachers as they pursued their investigations of research-based strategies, as they applied to practice. We were aware that in some instances our program did not initiate this sense of efficacy, but we are convinced that in all cases, we enhanced it.

When teachers spoke to us about the program, they indicated that their colleagues and their principals were impressed with the quality of the research information being shared. Often comments were made to us by teachers we met during school visits; to quote one San Francisco teacher, "So, you're the people responsible for all that good research infromation that [TRL] shared with us. I hope you'll bring more. By the way, do you have any research studies on class size?" (Class size was an area in which teachers and administrators frequently requested research information.)

Most TRLs reported that members of their staffs found the materials stimulating, and that these materials generated lively discussions among staff members. The TRLs were able to serve as resources or authorities on the subjects. "I loved being able to quote the names of researchers and to explain their work to my colleagues," said a D.C. TRL.

Another TRL told us that she had learned, as a teacher, to live with all school decisions coming from the top down, thus literally leaving her with no incentive to think. "So, I just coasted," she said. "After becoming involved in the ER&D Program my attitude changed, because I felt there was some reason to think again. I also loved the program because I was not isolated; I was surrounded by 25 other teachers who were as excited about the research as I was. Even my relationship with my husband improved. He now respects my work because he sees me as a decision-maker and a manager."

Still another TRL emphasized that it was her involvement in the ER&D project and her enthusiasm over the quality of the research information that has extended her career as an elementary school teacher for at least another two years. "I have been working toward a degree in accounting for a long time. My children have reached the age at which I can afford to make a change. I was all ready to go, and then I got involved with the project and decided to stay in the classroom a little while longer."

We received the opposite response from one of our TRLs who has been working in a low-paying day care program with pre-school children. After being exposed to the research information and being involved with fellow TRLs on such a "high level of professionalism," she has confided that she finds it very difficult to go back to her day care teaching situation. She has begun to seek new avenues of employment within the school structure, again, stating that she feels the need to "move up." We are aware of some of the concerns voiced by critics who complain that often when teachers attain a high level of proficiency in the classroom they tend to leave the area of actually teaching students to engage in another form of practice, mainly as counsellors or administrators. Seven of our N.Y.C. TRLs have been promoted to Teacher Specialist status in the Teacher Center Consortium. However, the overwhelming majority of our TRLs are planning to remain in the classroom with a sense that the research information contributed greatly to their teaching experiences as managers and instructors.

"It's the little things that always bothered you and you never took the time to work out. Then, there it is in the research. The answer was so simple! I wonder why they didn't give us this classroom management information when we were training to be teachers. It certainly would have saved time and effort." This is a typical response from teachers at all sites; they also recommend that classroom management research, in particular, be incorporated into pre-service training.

Often TRLs used research in ways that were more inventive than we anticipated. One of our TRLs has a long-standing record as an effective teacher and was recently transferred to an "open school" which is considered to be a "reward" for outstanding teachers. We received this feedback from her. The principal of the school was not happy with the teacher's appointment to that shcool because she wanted to maintain only the cadre of teachers "trained" in open-school teaching strategies. (These teachers received this training in 1973.) The principal's negativism toward the teacher was quite obvious and exhibited itself in the first unsatisfactory evaluation ever received by the teacher. The teacher, who as a TRL had discovered that much of the research affirmed her practice on rule setting, group management and interactive teaching, used the research base to write a rebuttal to the evaluation and was successful in having the unsatisfactory rating changed to "superior."

TRLs also let us know how they felt about their skills as disseminators or, to be more accurate, as "presenters" of research. We were aware that some of our TRLs were experienced as teacher trainers or workshop presenters. Only our N.Y.C. Teacher Center Specialists, a member of the Teacher Center Staff in D.C. and several San Francisco TRLs had previous experience as presenters. The remaining TRLs were involved in a dual process of learning to use the research and learning to share it with others. These TRLs kept us abreast of their frustrations as well as their triumphs. They would tell us they didn't feel comfortable presenting alone and they wanted us there to help out, if needed. We found that "pairing" TRLs as workshop presenters helped, but even then, many of them requested that we "be there" as a back-up. When TRLs received praise and admiration from their colleagues for the high quality of their presentation and value of the research information, they said, "It really feels good to hear your fellow-teachers tell you that you did a good job. Then you know it's true! Teachers can be hard on you because they're tired and don't want you to waste their time."

One of the most dramatic statements on classroom management shared with us early in the program came from a secondary school teacher who told us, "We need something! If this research information can help, fine. We're burned or burning out. We can control our academic subject areas, but we can't control student behavior. We're frustrated with schedules set by administrators. It's hell." We were cognizant that this statement was representative of the kinds of concerns expressed by many teachers across the country. Consequently, the research we disseminated placed emphasis on a preventative approach which served to get most students accustomed to an orderly routine. It paid off!

Toward the end of the program a TRL told us, "The process of looking at the research information and working with other teachers to get new ideas for improving my classroom management system was terrific. It's the best antedote to teacher burnout."

FEEDBACK: BEGINNING OF THE YEAR CLASSROOM MANAGEMENT

The Classroom Management research generated a great deal of interest among TRLs in each of the sites. We thought, at first, that these experienced teachers would view these basic findings as too simplistic or "too old hat." Quite the opposite was true. In presenting the information on effective room arrangement, we found that TRLs who worked with children from pre-school through 12th grade were all interested in considering ways of arranging their classrooms for optimum management and control. As TRLs worked on simulated room arrangements using paper squares, circles and rectangles to represent desks, chairs and tables, secondary teachers conferred with elementary teachers, seeking advice on how best to arrange the classroom for "grouped-instruction."

One elementary school teacher confided, "I always designed my room so that it was attractive. I really didn't consider traffic problems or where best to place materials. I quess I'm one of the people whose reading groups met on one side of the room, while the textbooks were stored on the other side of the room." Another TRL told us that a change in her room arrangement resulted in the elimination of excessive student chatter. A teacher at the high school level posed a problem: "Many of us have to share a room with one or more teachers. How can we arrange the classroom for ourselves when others have to use it?" Workshop participants made immediate suggestions which included arranging a team meeting to discuss the room design or using portable chalkboards and charts to reach small learning groups.

Another TRL explained how she used the research findings to get a new classroom. This teacher is in a team-teaching situation for a high school re-entry class. Originally, the class met in the music room where it was almost impossible to teach or manage the students. The room was too small and the instruments provided distractions for these students who were already in difficulty. After sharing in discussions on Evertson's, BYCM research, the teacher effectively used research arguments to convince the principal to assign a new room for the class. The teacher then used the new setting as a spring board for establishing new classroom rules and procedures.

TRLs also responded well to the information on establishing rules and procedures in the classroom as soon as school begins. For many teachers, the most important message they gleaned from these findings is that rules should be taught to students in the same manner used to teach a curriculum subject. "I've always had rules and even had them posted on the wall, but I know I didn't do much about teaching them to be sure the students understood them."

Other comments in support of the benefit of establishing and reinforcing rules in the classroom included:

> Having enforceable rules takes care of minor incidents so that major disruptions are not likely to happen.
>
> I always had to repeat the rules to my class over and over at the beginning of the year. I thought something was wrong with me, until I saw what Evertson said about reinforcing and re-teaching rules until student responses are automatic. Now I realize I was on the right track.
>
> My expectations for student behavior are more reasonable now. Students are following procedures with less resistance. I am experiencing good cooperation in class, but there is not much outside the classroom situations. I think I need to conference with other teachers and perhaps share my strategies with them.
>
> I allowed some of my junior high physical education students to help me in establishing rules for the class. It worked just fine, but I found that in classes where the students had contributed to the process, there was more cooperation in following the rules.
>
> I found I had to lead the discussion of rule-setting with the students. I tried to let them do it, but they got too specific.
>
> It took more time than I expected to teach the rules, but it paid off.
>
> The children appreciate more in-depth explanations of the rules. Having a hierarchy of consequences enhances teacher power. The principal gets angry when you send students to the office.

(From a school principal who attended an ER&D staff-development session. RE: Rules and Consequences)

> If a student is sent to me and I discover that the student has no understanding of the rule he broke, I send the student back to the classroom. Teachers have the responsibility to let students know exactly what they did wrong, and it should be pretty important for the student to be sent to the office.

TRLs in San Francisco questioned one of their colleagues, a resource teacher, about how she consistently managed to supervise a group of from 2 to 60 children maintaining a controlled and quiet atmosphere."I model the behavior I expect (whispering) and lead "practice sessions" with students on how to whisper. Eventually, everyone catches on. We must have a low noise level in a reading environment."

TRLs and teachers vented some continuing concerns about student behavior which are worth mentioning. "Research presumes students to be generally cooperative - wanting to be in school. What do you do with students who are just biding their time to get out?" An even more depressing comment comes from a teacher in a "tough" inner city school. "Students don't respect local, state or federal laws. Why should they respect school or classroom laws?" A TRL responded, "They have to start learning somewhere. School is where they spend most of the time. Start here! If you can get most students adapted to a routine, you will have more energy and time to deal with extremely disruptive students. You can document their behavior and perhaps receive extra help or find proper placement for those who can't hack regular school life."

Another complaint came from a teacher who had attended one staff development session on establishing rules. "I have presented and posted the rules and nothing's changed. I'm working harder than ever." The TRLs' response, "Establishing rules is not a one-shot deal. You have to review, re-evaluate, reinforce and modify according to the group you are presently teaching." We had the opportunity to present the classroom management research to some special education teachers in N.Y.C. Their input was significant in that they told us what portion of the research had implications for their special needs. "Procedures are very important in special education classes", they reminded us, "because organized procedures mean the difference between survival and disaster with our students."

As TRLs became increasingly comfortable with the research on establishing rules, consequences and procedures, we found that they disseminated the information both formally and informally. If fellow teachers noted a change in room arrangement or another classroom procedure, the TRL provided for colleagues one-on-one consultations on "how-to's". TRLs have helped a variety of teachers effect better room arrangements in such diverse settings as: high school science labs, junior high school resource rooms, elementary school libraries and special eduation classes. One TRL, after receiving many requests from other teachers to help with room arrangement and rule-setting offered a research-based workshop titled, "Let's Get Physical."

The successful implementation of strategies suggested by the Beginning of the Year Classroom Management Research was, we recognize, only a beginning. There is a continuing need for research on student discipline, i.e., ways of managing students who are consistently out of control.

FEEDBACK: TEACHER PRAISE

Research on Teacher Praise, which was described as a "professionally exciting" piece of research, which stimulated much discussion. Originally, TRLs were prone to question Brophy's findings on praise. But, after more in-depth study of the findings, they tended to agree that the act of praising students can be refined to produce better results as a feedback technique. Almost all teachers felt they could work on making their praise more specific. Many of them admitted that they used "good" rather loosely as a "praise" response and that it might be better to explain to students exactly what type of behavior was deemed "good." "Telling students exactly what they did right was good for me, too. It helped me to remember things when making evaluations about students at report card time," said a TRL teaching at the junior high level. Generally, TRLs told us that they noticed that students' efforts improved as a result of the teachers' efforts to improve the specificity of their praise.

Among those teachers who continued to question the findings relative to the over-all value of praising students, are those who feel that some students benefit from any word of encouragement from the teacher, particularly low SES and low achieving students. They argue, "In communities where all the students hear is what's "bad", it is a real upper for them to hear "good" on any terms." Teachers in "disadvantaged" school communities often felt that these findings on teacher praise would result in teacher practices which "take away" attention from students who desperately need it. When this came up, we made the point that Brophy's findings related to the impact of teacher praise on student learning and was not designed to diminish student self esteem. Significantly, special education teachers who reviewed the research told us that primarily they use behavior modification to reward students for appropriate behavior. But, they agreed that "praise" as Brophy describes it, could become a "constructive ally" in their process.

Strangely, the question of praise being delivered contingent to the behavior the teacher wanted to reinforce received little attention from teachers or at least we received little feedback from them in this area. We did, however, receive general agreement from them during our discussions of the research that it is appropriate to tell students what they did right or wrong as soon as possible, "before they forget what it's all about."

Some TRLs labored with the problem of more even distribution of praise in the classroom. A junior high school teacher said, "I recognize that I interact with and praise the boys more than the girls. I have to work on increasing my interaction with the girls." An elementary school TRL shared this experience:

> After looking at the research, I realized that there was a certain group in the classroom that "pulled" my attention and received most of the praise I gave. I worked very hard to find something nice to say to the other students and thought it was going well. Then it backfired! The original group of students who were accustomed to receiving praise began to complain. They felt that they were being neglected and couldn't understand why I was praising others for "not so good" work. Now I've got to figure out how to satisfy both groups.

When this observation was shared during the training session, other TRLs responded that it might be important for the teacher to consider the level of credibility her praise had with her students. "Children perceive the difference between praise that is sincere and praise that is given for no good reason," said one TRL. "We all have to watch out for that. We could wind up hurting children's feelings when we don't mean to."

The question of criticism being equivalent to praise as a supplemental feedback mechanism came up in several training sessions. The research did not elaborate on this point, but we took one of our "leaps of faith" and recommended that it would probably be beneficial for students to know specifically why they were being criticized and to feel that the teacher's observation was just and fair.

As we reviewed teachers' comments on Brophy's "Praise" findings, we were impressed with the significance of a TRLs' comment regarding "specificity" of teacher praise. When teachers express praise to students for specific behaviors, there may be far-reaching implications for more accurate student evaluations. Teachers who practice telling students exactly which skills they performed correctly should more easily recall these accomplishments when writing student progress reports and grading students' report cards. It would be interesting to see if research information could validate this assumption.

Finally, as a result of our investigations of the findings on Teacher Praise, we should note that the following question was proposed by the TRLs at each of the three pilot sites to be presented to researchers. "To what extent does the amount of praise a teacher receives from her administrators impact on the amount of praise she gives to students?"

FEEDBACK: DIRECT INSTRUCTION

The findings on direct instruction were at first received with great skepticism by TRLs at each of the sites. First reactions indicated to us that teachers still held the stereotypical view of direct instruction, seeing it as a highly structured whole-class presentation model. Some TRLs expressed the concern, "that the administration is likely to mis-use this research which could set us back 30 years."

We carefully reviewed the research concepts and emphasized that teacher-directed instruction produces the greatest student achievement of all instructional modes. Some TRLs were concerned that direct instruction precluded either the use of groups or the use of learning centers. We talked about how both fit the direct instruction approach and also talked about the necessity of achieving a balance between the goals of maximizing teacher-student interactions and gearing instruction to individuals or groups. One question posed by TRLs addressed the issue, "When do you pull kids out of the direct instruction mode - those who don't need more practice?" This, of course, led to discussions about teachers' diagnostic skills in knowing when certain approaches are or are not appropriate.

Closely aligned with this topic are the concepts of teacher expectations and student success rates. "Teachers have to build successful experiences for students." said one of our TRLs. "Teacher expectations and student successes are important. Once students see themselves as successful learners, there is a tremendous turn around." This means that teachers have to very carefully "pace" lessons and student activities. "I think I try to teach too much at once to my high achievers. I'd probably do better if I taught a little less at a time, but moved more quickly." From another TRL, "I found it very helpful to realize that you have to repeat basic skills lessons with lower achievers until they've got the skill memorized and then move on. It makes sense that they can't go on to more complicated math without having the basic facts in their heads. I just wasn't comfortable with taking so much time to do this."

Teacher Questioning which involved TRLs thinking about ways to ask the right questions of the right students at the right time caused TRLs to reflect not only on the questions they asked, but who they called on. "We really have to be on our toes to perform all the tasks necessary for teaching," says a TRL. Just think: You have to consider what to ask the student and how to ask the question so that students can achieve success.

You have to remember whether or not you called on him before, in addition to whether he is shy or uncomfortable and will resent being called on. It's not easy."

Patterned turn-taking, as suggested in the Direct Instruction model, raised a lot of questions among TRLs. They felt better about the concept when they realized that patterns of calling on students didn't have to be obvious to the students and that the patterns could vary. Many recalled going through high school as successful students who could predict when they would be called on based on alphabetical seating arrangements. Eventually, TRLs reconciled the differences between Kounin's Random Questioning approach and Direct Instruction's Patterned turn-taking by agreeing that a combination of both was appropriate.

Special education teachers had some insightful discussions about the kinds of questions that were appropriate for their students. Some teachers felt that it was difficult to ask "higher order" questions of handicapped students because of their limitations. Others disagreed, arguing "Even if the students have language, sight or hearing difficulties, they can feel. This means we can help them express their feelings by asking insightful questions."

TRLs realized, however, that some subjects do not readily lend themselves to the direct instruction model. "It's fine for skill subjects like spelling and math computation, but we would not use it for creative writing or social studies reports. These require a more unstructured, analytical approach.

One high school level TRL said she found Rosenshine's Instructional Functions very effective with her Chapter I students. "They have helped me to organize better and reach more students. Other teachers have requested information about how it works." This TRL is now co-presenting a series of four research-based staff sessions in her school. Direct instruction is one of the studies being presented.

Special education teachers say that they have never perceived direct instruction as whole group teaching. "We see it as 'tutorial' because of the nature of our students which necessarily requires direct teaching on an individual basis."

Perhaps the most poignant reaction to Direct Instruction came from an entire group with whom we were discussing the findings during a training session. Having read the findings, they remarked "So that's where they got it!" When we inquired about this comment, we discovered that they were referring to a district-wide mandated Competency-Based-Curriculum program which they were implementing in their classrooms. Referring directly to Barak Rosenshine's Instructional Functions, these TRLs compared it to "Seven Steps" in their program and admitted that for the first time they understood its research base. "Whether or not we agree with its implementation in all curriculum areas," they said, "at least now we understand it and can better work with it."

It was exciting to watch TRLs and other teachers move from levels of distrust of the Direct Instruction findings to general acceptance of the suggested strategies as valid teaching behaviors. This reinforced our belief that teachers need to be involved in a process through which they can openly investigate and implement educational research findings and make professional decisions about their applicability for classroom practice.

FEEDBACK: KOUNIN'S GROUP MANAGEMENT RESEARCH

Jacob Kounin's research on strategies for managing groups in the classroom was well received and widely used by TRLs and other teachers. For the most part, it was an easy set of concepts for teachers to "buy into".

The catchiness of the phrase "With-it-ness" seemed to take hold immediately with almost all of the TRLs. Their documentation of what they implemented in the classroom between sessions indicated that they had given great consideration to this area. Primarily they seemed atuned to its easy reference to the old adage, "Teachers have eyes in back of their heads." With-it-ness was an area they often chose to present in their dissemination efforts.

Some observations by TRLs and other teachers on attempts to include with-it-ness in their practice are as follows:

> My increased with-it-ness cut down on much of the extraneous student activity in my classroom and helped me to pinpoint the perpetrators much sooner.
> (from a TRL)

> With-it-ness helped me to prevent a fight before class started. This was the first time I was able to do that. These students start a fight every morning and usually I serve as the person who breaks it up. But, because I was monitoring and scanning student behavior, instead of keeping my head buried in the plan book or looking for materials before class began, I was able to see what was coming, and I stopped it before it started. This desist technique worked for me.
> (from a teacher who was trained by a TRL)

> The smaller class size factor in special education instructional groups makes with-it-ness easier to accomplish. We are always 'on the watch' because of our students' handicaps. Safety is important. With-it-ness is the key to survival in these inner-city schools.
> (from a TRL)

We developed a role playing activity for "Overlapping" skills which was widely used in the sites. In dealing with the teacher requirement of doing more than one thing at a time, teachers readily identified with the problem of planning for the entire class and also providing contingency plans for students who leave the class for "pull-out" programs. (Many teachers express frustration at trying to manage a class where students are constantly in and out for special programs.) Teachers say they try to make contingency plans to cover the event of students unexpected return to the classroom or the event of the special teacher's absence. "I always have a page marked in the workbook ready for them to work on when they get back from the resource room. If not, I just draw the child into the group activity and try not to make too much of a fuss about it."

TRLs utilized the ER&D role-playing activity to practice ways of "overlapping" when the group they were working with was interrupted by the needs of another student. Techniques they suggested included assigning a student to keep the group going while the teacher dealt with the situation (if it involved a major disruption) or asking the group to continue its activities out loud, so that teachers can lend "half an ear" and still assist the other child. "Planning is the key," say the teachers. "If your activities are well planned, you can deal with interruptions because most of the class will know what to do and can carry on."

One TRL recognized, after reviewing Kounin's research, that she had been "overdwelling" in trying to stop students from "calling out" answers before their turns. "I would get too personally involved. The students wound up "sassing" me and continued to yell out." Eventually she found it better to handle the problem in a matter of fact way, simply stating the rule and calling on the student who was adhering to the prescribed procedure of raising his hand.

Similar responses were expressed by teachers who recognized that teacher behaviors of "overdwelling," "thrusts," "flip flops," etc. were counter-productive to smooth operations in classroom situations. "When you interrupt the flow of the lesson to say something that is unrelated, the children are lost; the intent of the lesson is lost."

One TRL worked specifically on giving directions and instructions without destroying her "smoothness and momentum" with "asides". "It's fairly frustrating," she states; "I continually remember some extras I want to communicate and I go off on a tangent."

An elementary school teacher worked on "group focus" and found that her students were generally more involved in the lesson and had higher on-task participation rates. She shared some of the strategies she developed to encourage student participation and accountability. They are listed as follows:

- Used group choral responses to some questions
- Had some students write their answers on the chalkboard while others worked at seats
- Had students place their books on the floor during discussions to avoid distractions
- Asked directed questions -
  "Find the exact work on page ____"
  "What do you think about ________"

Not suprisingly, the Group Focus and Accountability aspects of Kounin's work were "slow burners" that really ignited when they got going. Teachers did not lock into the concepts as readily as with-it-ness and overlapping, but when they became familiar with the concepts they readily admitted that "Keeping all students involved and on their toes" was an area well worth looking at by most teachers. Moreover, Group Focus and Accountability incorporates other important research concepts like turn-taking and teacher questioning which are addressed in other studies.

Kounin's teacher behaviors regarding "Valence and Challenge Arousal" and "Variety" were considered for implementation by very few TRLs in the program. We suspect that time had a great deal to do with this. Most TRLs devoted time and energy to the areas of "With-it-ness and Overlapping," "Smoothness and Momentum" and "Group Focus and Accountability." Eventually, we moved to another area of research and there was little opportunity to provide the in-depth investigations necessary to understand and implement these concepts. This could well be an area of focus for some of our follow-up sessions with TRLs in the pilot project.

FEEDBACK: TIME ON TASK

The Time on Task study was one of the few pieces of research that many TRLs seemed to know existed, even if they were not familiar with the content. Also, we discovered that administrators and a select few teachers in one of our sites had received a crash course in concepts related to "allocated learning time." (Attached is a copy of a letter one of our teachers received from her building principal, utilizing his interpretation of the principles of "allocated learning time" findings in denying the teacher the opportunity to attend a professional conference.) This example serves to highlight our concerns as a teacher organization as to how educational research can be used to thwart teachers in their efforts to improve practice. One of our TRLs was familiar with the district-run program on "allocated learning time" and told us that the information on the subject as presented by the AFT-ER&D Program was more understandable and usable to her as a teacher. Additionally, she found that as a staff developer she used the ER&D summary and activities, rather than the school district materials on the subject.

When we reviewed the three major concepts in the Time on Task research, we received varied reactions from the TRLs. In reference to "allocated time," a N.Y.C. TRL said, "If you take into account how long it takes a student to learn (Carroll), allocated time isn't worth a hill of beans." He went on to explain that allocated time periods, which are often outside the teacher's control, may be too long or too short to meet the student's needs and therefore leaves both teacher and student on a "dead-end path." Special education teachers contributed that allocated time is completely out of their control, as it is under the mandate of the state.

Most TRLs locked into the problem caused when the flow of the lesson was interrupted by announcements on the school loudspeaker, (referenced in Jane Stallings' list of Interactive and Non-interactive Classroom Activities). They observed that with few exceptions, these announcements were not crucial and certainly did not merit the investment of time teachers felt necessary to get the class back "on-task."

Other aspects of Stallings' list elicited responses from TRLs. Prominent among these reactions were feelings expressed about the value of having "students read aloud." A TRL said that he uses the read-aloud technique in his junior high school science classes so that he can tell when students are making mistakes. "I'm happy to receive this research information," he said; "I had been criticized for this practice when the 'trend' toward silent reading came in a few years ago." From another TRL, "I used the Time on Task research to justify to the principal the read-aloud lessons with students in my reading lab."

A D.C. TRL said she was always concerned about the quality of time devoted to a lesson. She supports the idea of asking, "What are the students doing when they are 'engaged'?" This TRL further observed in reference to the distribution of time during a class period, that as the term progresses, managerial tasks take even less than the 15% estimated by the researcher.

Other TRLs made the distinction between elementary and secondary classrooms, stating that elementary school teachers only have to take attendance, etc. (managerial task) once a day while secondary teachers are faced with the task for each new class period. The AFT team made some efforts to address this problem by offering two activities on "Finding the Time" to do managerial tasks - one for elementary school and one for secondary school.

There was a general agreement that the Time on Task research had implications for and connections with all of the other pieces of research we had shared. Classroom management strategies certainly linked up with the "allocated time" and "engaged time" concepts.

In relation to these, some teachers talked about their efforts to shorten the amount of time used for transitions between class activities. One San Francisco TRL shared her concern about unduly long transition times with her students. The students decided to time themselves, using a large clock. They became better organized and actually reduced their transition time in their efforts to "beat the clock." A TRL, who is a second grade teacher, and whose class we visited, exemplified in practice a most efficient use of transition time. Students are supplied with color-coded folders which are neatly stacked in each student's desk, in the order of the lessons to be presented that day. The teacher's style emphasizes the whole-class interactive model and she is able to direct students to move from one activity to the next at an average of 30 second time frames. "I've been doing this for years. Research tells me I'm right," she boasts.

Time-on-task research is also interrelated with the instructional focus in the classroom. When TRLs talked about the importance of having students engaged in the appropriate task for their learning needs, they shared examples of the abuses of this practice by some administrators. "Principals like quiet in the classroom," they said. "So teachers assign workbook pages and other activities to keep students involved." The research highlights a very significant concern here. "Is the student involved in an activity that is productive and necessary to academic achievement?" Most of our TRLs say that they think not, based on their experiences in the schools. "There is never sufficient time to diagnose or reteach. If you are involved in a district-wide program, the emphasis is on 'Keeping up with the pack'--moving students from one skill to another on a rigid schedule and writing behavioral objectives are all some supervisors care about. Sometimes it takes more time to write the objectives than it does to implement them." In a way, our teachers are telling us that they are often "engaged" in teaching activities with reference to time, but are not allowed to work at more "appropriate levels of difficulty" as leaders of instruction.

OFFICE OF THE PRINCIPAL

Memorandum to:

From:

Subject: Administrative Leave

It is my duty as principal of Francis Junior High to point out to you that we are in session with the children for 184 days this school year. That figures out to be approximately one-half of a calendar year. We have the children for six hours per day. Out of that time at least 45 minutes are spent at lunch and twenty-eight minutes are lost in transition from class to class. Every minute is precious Academic Learning Time lost. Every day a teacher is absent from school is a day almost totally lost to the students assigned to you.

Therefore, in view of the above, I am denying your request for administrative leave.

Please be advised that you have ten days leave allocated to you per year and of that ten, three days are designated as general leave which can be used for the purpose you have requested.

APPENDIX D

TRL EVALUATIONS OF PROJECT

NEW YORK
WASHINGTON, D.C.
SAN FRANCISCO

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex F Race white

Degree levels P.D., MA, BA Years of experience 20 +

Grade/subject area presently teaching Guidance Counselor

Other grades/subjects taught Business Subjects - H.S. - Sten. typin

Special titles or professional recognition

author - A WOMAN'S GUIDE TO CAREER PREPARATION

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		X	
b. Rules, procedures and consequences		X	
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		X	
b. Smoothness and momentum		X	
c. Group focus and accountability		X	
d. Avoiding satiation		X	
e. Valence and challenge arousal		X	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		X	
b. Instructional functions		X	
c. Pacing		X	
d. Student success rate		X	
e. Teacher questioning	X		
f. Turn-taking		X	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		X	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Found that Everton, Emmer, & Anderson information was easy to explain and easily understood.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study — Concept

Everton, Emmer, Anderson: Worked with teachers on volunteer, individual basis.

Easy to illustrate and demonstrate to teachers, most effective techniques. Could apply information to daily situations — Realistic and practical.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

Teachers in trouble - difficult discipline problems
which they referred to me as guidance counselor. Also very new
teachers finding it difficult to manage class.

2. With how many teachers do you estimate that you have shared the research? 7

3. How did this "sharing" come about?

X a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

X c. They approached you because they needed help.

X d. They approached you because they trusted you.

___ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

___ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other Done very carefully - usually as an outgrowth of problem with student. Always kept confidential.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Usually a blend of a, c and d; Mostly develops out of a conference over child's behavior

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? Gave information in an informal way -
Lent material to read - returned with thanks.
(I discussed the material first and then lent it if teacher was interested.)

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		X	
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	X		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

Most inservice instruction is teacher dominated, Teacher lectures, you take notes. Rarely applies on a practical application - day-to-day situations with feedback from group.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	X		
2. Role as trainer		X	

Comments Information applying to younger children on elementary school level only is not related to high school students.

J. What suggestions do you have for improving the TRL training process in this program?

If possible, more time for full day meetings.

K. When and under what circumstances did you actually begin to disseminate the research information?

When approached by teacher or offered on a one-to-one basis. Teacher having difficulty with classes or particular student.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations		X	
3. On-site visits	not requested		
4. Presentations	X		

M. What additional support, if any, would have been helpful?

Circumstances did not warrant additional support but feel that it would have been easily given at any time requested.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I would need refresher meetings and feedback for ongoing research

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Important to get the advantage of other research. Also enjoy being helpful to new teachers and teachers experiencing stress. Ultimately will help teachers feel more satisfaction and improve learning for students.

O. Describe the ways in which your attitude toward educational research has changed.

I feel gratified that this educational research has addressed basic needs of teachers in classroom management rather than intellectual "games" favorite past occupation for most researchers.

P. How has the research information affected your self-esteem as a teaching professional?

Important to know that effective classroom management practices can be identified and taught. Eventually lead to raising performance of teachers, - their self-image and image in community. I will feel even better about my status when it is more respected by the community.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Building administrator is hostile. (Done very informally on a confidential basis.) Peers respond very well and with respect. Administrator would want to dominate the situation and monitor follow up procedures, etc.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None asked - I am a counselor and use information in giving small group sessions

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

none other than personal gratification.

What kinds of rewards, if any, do you think TRLs should receive?

Opportunity to use techniques with time for project in relaxed fashion.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Extreme sensitivity in understanding of other person's need for pride and self-respect. and to emphasize quality of democratic sharing of information not telling.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Ideal way is to get released time.

V. What are additional areas of research in which you or your colleagues may be interested?

Effective methods of instruction and management with older students of high school age.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

It is valuable in terms of encouraging academic pursuit of educational philosophy with possible direct rewards in helping the person to become more proficient in the practice of her/his profession.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)
Sex Female Race White
Degree levels M S + 30 Years of experience 16
Grade/subject area presently teaching Teacher Specialist K-12
Other grades/subjects taught K-6 " Rdg, Math Title I
Special titles or professional recognition
Teacher Center Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

For those teachers I surveyed!

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓	✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teachers were very concerned with establishing and maintaining a successful behaviorial management system. They were also pleased to hear about, and be encouraged by the research on direct instruction

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Everston	Rules, procedures and consequences
Kounin	With-it-ness, challenge, group focus and student accountability
Brophy	– Questioning patterns and strategies – Specifity of teacher praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   Some new teachers, but mostly those who are feeling "burn out".

2. With how many teachers do you estimate that you have shared the research? 75

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ✓ c. They approached you because they needed help.

   ✓ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ____________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Workshops were offered to present the research with discussion sessions to investigate individual problems and possible solutions

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? Teachers felt much of the material presented to them was concrete.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓*		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	I'm uncomfortable with this model!		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It was specific, allowed for our input, had long range as well as short range goals.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments____

J. What suggestions do you have for improving the TRL training process in this program?

The time element is a problem for me. To digest and evaluate new material after a full work day is not best for me.

K. When and under what circumstances did you actually begin to disseminate the research information?

As a teacher specialist I use needs assessments to determine the wkshps most desired by the teachers I work with. Behavioral management was a priority!

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

updated and new research to offer teachers who are truly in need

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?____

O. Describe the ways in which your attitude toward educational research has changed.

Now that a link has been drawn between research and classroom I can give more credence to the role of the researcher (at times)

P. How has the research information affected your self-esteem as a teaching professional?

It has allowed me to view myself in a more positive way because I can understand and be backed by research, why I was successful in the classroom

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They respond in a positive manner because I have demonstrated that these findings do work and make teachers more effective

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

Workshop presentations

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

An openess to new ideas, a willingness to share, and a good reputation among their peers.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

If possible ½ day release time from school, or Saturday sessions with compensation!

V. What are additional areas of research in which you or your colleagues may be interested?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Susan, Brenda, and Lovely showed many skeptical N.Y.C. teachers that research info, if presented carefully and earnestly has a place in our schools not just apart from them ie (Universities)

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex Male Race Caucasian

Degree levels MA+30 credits Years of experience 15

Grade/subject area presently teaching 4 grade

Other grades/subjects taught Adult Education

Special titles or professional recognition Project TEACH Instructor

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			✓
a. Classroom readiness and room arrangement			
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate		✓	
e. Teacher questioning			✓
f. Turn-taking			✓

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	~~✓~~		
a. Specificity	✓		
b. Contingency		✓	
c. Distribution		✓	
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Turn taking "turns" off students. After answering - student is less attentive if he/she knows that they will have to wait until its their time to answer

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Berliner	Time on Task
Kounin	~~Specificity~~ With-it-ness momentum
Brophy, Goode	Direct Instruction, instructional functions
Brophy	Specifity, credibility in Praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? ~~50~~ 100

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? Setting up routines, Brophy's specificity + credible praise

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	would have been		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

more interactive

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer	✓		

Comments my background as a Project TEACH instructor was important here

J. What suggestions do you have for improving the TRL training process in this program?

More simulations, role playing etc, less discussion

K. When and under what circumstances did you actually begin to disseminate the research information?

During a spring staff conference last year

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials			✓
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More access to XEROX machine

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Material supplies, money

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I enjoy helping, especially when there is such a painful need

O. Describe the ways in which your attitude toward educational research has changed.

The research is more specific + creditable

P. How has the research information affected your self-esteem as a teaching professional?

I've become more effective + feel closer to my students

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Old, close friends took me less seriously than teacher who were fairly new. The administration was very supportive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

workshops

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

no

What kinds of rewards, if any, do you think TRLs should receive?

(some) money + recognition for the effort it takes learning the research + presenting it in an organized, stimulating way.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

The TRL should be positive, interested in improving the craft of teaching & want to be helpful to others

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Directly after work is fine

V. What are additional areas of research in which you or your colleagues may be interested?

- instructional management specific to the content areas. eg reading, math, art
- dealing with administration,
- " " ~~disruptive~~ abusive parent

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I appreciated the professional manner/style of the TRL trainers. I found the program to be a personally uplifting experience.

Thank you.

P.S. The Manual is awkward to use as is.
- a suggestion is to separate the summarized research from the learning activities
- you might use more interactive learning activities eg 1) sorting by properties of concept taught 2) listening to tapes, (using filmstrip) 3) more role plays.

over →

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex FM Race White

Degree levels BA MA equivalent Years of experience 33

Grade/subject area presently teaching Kgn

Other grades/subjects taught 1

Special titles or professional recognition Union Delegate - Chapter Chairman

Given many courses in Early Childhood Curr. Project Teach & PRIDE teacher -

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum			
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I found all the research useful. Either it was new information or old information that helped remind me of some procedures I may have lest slip in recent years.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Rules etc.
Brophy	Praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: [✓ new], [✓ in trouble], [✓ curious], etc.)

2. With how many teachers do you estimate that you have shared the research? ~~the entire~~ staff is just starting to get interested

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

✓ f. The principal requested that you share the information.

✓ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ____________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Our school is very union oriented. When I explained that our own union did the research they were very interested & trusting.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful Useful Not Useful

Specifics? not enough information as this union has just begun to share the information.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It directly concerned our day to day problems. We shared our experiences as well as the information.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments I will be better prepared as I read and internalize the material. This will take experience and time.

J. What suggestions do you have for improving the TRL training process in this program?

More opportunities to teach during the training and have other trainees criticize our efforts.

K. When and under what circumstances did you actually begin to disseminate the research information?

First I shared it one on one with a new teacher in trouble - then introduced the material at a teacher conference.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More on site visits by trainers.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

On going dialogue with trainers.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I believe in the project.

O. Describe the ways in which your attitude toward educational research has changed.

I'm not sure it has changed. What I do have is a new respect for the A.F.T. study group that put the research together in a manner that is useful & relevant.

P. How has the research information affected your self-esteem as a teaching professional?

I was please to identify with the more successful teachers. It improved my ego.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Since I have taught so long I guess I am looked upon as a wise old sage. My administrator is very anxious to have the information shared because the district Supt. has classroom management improvement as his number one priority.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None so far, except the enjoyment of the group sharing.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

The only incentive I have now is to see to it that A.F.T gets credit for a super job.

What kinds of rewards, if any, do you think TRLs should receive?

A week in Paris.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Any good teacher can become a TRL if they are convinced the material is useful. What they shouldn't have is an attitude of superiority, they should not feel they are administrators.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

This is so difficult to ~~ans~~ answer. The best thing to do is to choose some dates. Those who are interested will show up.

V. What are additional areas of research in which you or your colleagues may be interested?

Many faculties in Elementary school are now leveling for Reading and Math. Teachers sometimes have problems working in teams.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex M Race Caucasion

Degree levels BS, MA Years of experience 19

Grade/subject area presently teaching Teacher Center-JHS

Other grades/subjects taught Social Studies

Special titles or professional recognition

Teacher Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

Does not apply

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement			
b. Rules, procedures and consequences			
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping			
b. Smoothness and momentum			
c. Group focus and accountability			
d. Avoiding satiation			
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction			
b. Instructional functions			
c. Pacing			
d. Student success rate			
e. Teacher questioning			
f. Turn-taking			

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity			
b. Contingency			
c. Distribution			
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time			
b. Engaged time			
c. Academic learning time			

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Kounin	With-it-ness Overlapping Smoothness Momentum
Brophy	Praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? 400 (By. Jan 22, 1983)

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

✓ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

✓ j. Other At the request of the Chapter Chairperson
At the request of the ATSS/UFT
At the request of District / Supervisor

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Workshops - ranging in length from 40 min to 5 hours

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? "The only useful thing done all day" "Why don't they teach this in college ed. courses" "Principals + other supervisors should take this workshop." "This is great - where can I find out more." "That makes sense - why didn't I ever think of that." "For the first time research is useful."

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓ superb		
2. Receiving and reading the research summaries before the scheduled training sessions	✓ a must		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓ possibly greater fluctuation in time	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓ the only way		

H. How did this training differ from other inservicing you've had?

I was an active participant - a creater of knowledge - not merely a receiver of knowledge. The challenge of learning this not only for my own use but also to disseminate + help other professionals

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments It took several session to fully understand what the Role of a TRL was. How, when, where, and what were we to do.

J. What suggestions do you have for improving the TRL training process in this program?

The staff should model the effective techniques to teach the new research to the TRL's – not merely re-iterate it but teach it the way we are supposed to teach it to other teachers.

K. When and under what circumstances did you actually begin to disseminate the research information?

One-on-one to teacher in role as Teacher Specialist.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits		✓	
4. Presentations		✓ (needs improvement)	

M. What additional support, if any, would have been helpful?

More visuals –
More + varied examples of how to teach to others

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? Teachers frequently ask for this type of information – Teachers need help in this area.

O. Describe the ways in which your attitude toward educational research has changed.

A growing respect and a realization that educational research has alot to say to the practitioner - provided it is on a topic useful to teachers + understandable by them.

P. How has the research information affected your self-esteem as a teaching professional?

One can only consider himself a professional if there is a body of research based on and for use by this professional. When one realizes that this knowledge and research is also useful one's self-esteem must increase

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

As long as I can translate it into useful terms and applications they not only listen but are interested in more. Some are even gaining a growing respect for research themselves.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Only the intrinsic rewards of helping other teachers as well as the realization that ~~[illegible]~~ research has a use in education.

What kinds of rewards, if any, do you think TRLs should receive?

$

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Two or three well planned three or four day weekends at which time the research as well as the role of the TRL's would be explained. Time should be arranged for discussion of TRL successes and failures [illegible] and various role play activities

V. What are additional areas of research in which you or your colleagues may be interested?

1- learning styles
2- adolescent development
3- brain research
4- research in various curriculum areas.
5- gifted + talented ed.
6- teaching the slow learners

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age [✓ (20-30)] (30-40) (40-50) (50-60) (60-)

Sex female Race Caucasian

Degree levels m.A. + 33 credits Years of experience 4.5 yrs

Grade/subject area presently teaching Special Education/Severely Emotionally Handicapped

Other grades/subjects taught Diagnostic Teacher undifferentiated special education; Regular ed Hebrew School.

Special titles or professional recognition Received an award as an outstanding Special Educator from Council for Exceptional Children; Political Affairs Executive Board member of CEC chapter 1002

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	✓		
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Praise	Specificity Contingency Credibility Not to be used as a modifier of behavior
Kounin's Classroom Mgt	With-it-ness and Overlapping
Brophy Good et el.	Direct Instruction.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   I usually approached teacher's who were in trouble. The curious teachers approached me.

2. With how many teachers do you estimate that you have shared the research? 20-50

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ✓ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ✓ f. The principal requested that you share the information.

   ✓ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other___________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I would often listen to teacher's comment about their day in the lunchroom; when I identified a particular problem I mentally scanned the research and then offer a cogent solution.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics?___________________________

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		✓	

H. How did this training differ from other inservicing you've had?

I often feel talked down to during other inservice training because the format is instructor and class. Since we were training to disseminate I felt that your training was a form of role modelling for our future encounters.

F. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments I would have liked to receive the research earlier, even earlier than was sent, because I needed time to analyze the concepts and synthesize the information. I would have ~~[illegible]~~ allowed more interesting comments from TRLs.

J. What suggestions do you have for improving the TRL training process in this program?

1. Send out studies earlier.
2. Perhaps allow compensatory time during the school week to practice concept w/ other teachers.

K. When and under what circumstances did you actually begin to disseminate the research information?

I started to share the research immediately on an informal basis. I participated in a workshop held in Manhattan in Dec. 1981.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials			✓
2. Consultations			
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

I have difficulties reproducing materials

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Since it is difficult to spend time after school a few incentives can make this more palatable

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?____

O. Describe the ways in which your attitude toward educational research has changed.

It is reassuring to know that some research studies have practical applications for the classroom.

P. How has the research information affected your self-esteem as a teaching professional?

When I come upon research that describes a technique I have used, and thought quite original, it reaffirms my good teaching practices

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I am well known as a resource person in my building.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

My colleagues approach me in the hall and ask for new information. The mainstream staff have made several admiring comments. I feel like a true professional.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

My supervisor always comments on my excellent behavior (classroom) management skills on all formal observation and informal meetings

What kinds of rewards, if any, do you think TRLs should receive?

It is hard for me to comment ~~specif~~ in a specific manner. It does take time to prepare for workshops, training and dissemination which is usually not compensated for monetarily; so admiration for dedicated TRL is

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1. Good interpersonal relation skills.
2. Ability to analyze key concepts in research studies without distorting particulars by focusing on a word or misconception.
3. Genuine interest to share and learn new techniques.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

It was easier to meet once a month on a specific date and a specific time.

V. What are additional areas of research in which you or your colleagues may be interested?

I will have to think about this item.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I would like to state that it has been a sincere pleasure to work with Sue Veitch, Lovely and Brenda. These women are well informed, articulate and intelligent. I learned a lot about presentation styles from them. I was/am proud to be associated with this special project. Thank you for this rare experience.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex F Race Caucasian

Degree levels BA/MS+36 credits Years of experience 13

Grade/subject area presently teaching I am not teaching children this year.

Other grades/subjects taught 2nd, 3rd, 5th

Special titles or professional recognition Teacher Specialist for NYC Teacher Centers Consortium

Miri Fogel

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability		✓	
d. Avoiding satiation		✓	
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions			
c. Pacing			
d. Student success rate			
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Brophy - Teacher Praise	a-d as stated above
Evertson, Emmer, Anderson	Beg. of the yr.
Kounin	With-it ness

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
new teachers
experienced teachers looking for new solutions
teachers in new positions

2. With how many teachers do you estimate that you have shared the research? 20

3. How did this "sharing" come about?

I will be doing this a. You approached them because you saw a need.

✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

I will be doing this - e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

✓ g. The principal referred 'teacher(s) to you.

✓ h. You conducted informal discussions about the research information with people you know.

I will be doing this in the Teacher Center i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

ⓑ - The results of my using the beginning of the year classroom management strategies on an "incorrigible" class were obvious to my colleagues & administrator. As a result of this, more teachers showed an interest in what I was doing in my classroom.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? ______________________________

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Low pressure, directly related to my job, interesting.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments I would still like more information. If new research becomes available, I would apprecia receiving it.

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

I planned an after school workshop last February, but there was insufficient enrollment.

Now in my role as Teacher Specialist, I plan to disseminate the research findings.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits			
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I would like to offer this information as part of a 15 week after school course. I feel I need more information to do this.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? Classroom teachers can benefit by this information

O. Describe the ways in which your attitude toward educational research has changed.

The methods I have been using in my classroom are similar to the methods + research you presented in the training sessions. It was interesting to learn the background + theories behind these methods. It proved quite interesting to read about what might have happened in my class had I not implemented these concepts.

P. How has the research information affected your self-esteem as a teaching professional?

Positively - what I had done instinctively has been proven to be beneficial in a classroom setting. In my eyes, + in those of my colleagues, it made me more credible.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I was "living proof" that Evertson, Emmer + Anderson's research had value in the classroom. The students in my class, (last year), had positive reactions to the way I conducted the class. Their reactions were valid + acceptable as I had had the same class in a previous year.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I am presently a Teacher Specialist for the NYC Teacher Centers Consortium. When I began this project, I was a 5th grade classroom teacher.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Recognition and credibility among my peers and former administrator.

What kinds of rewards, if any, do you think TRLs should receive?

Compensation for traveling to meetings held after school hours. Additional school time to help disseminate and/or plan workshops held during the school day. (No payment for attending sessions.)

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Effective teachers who have shown themselves to be interested in learning new techniques. Someone other teachers can relate to in a non-threatening way. A supportive understanding person, but strong enough not to be used as a tool for the administration. A person willing to ~~giv~~ give extra time after hours is essential.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

For elementary school teachers, release time periods (Wednesday afternoons) might be possible, or the use of holidays, where pupil enrollment is low, or on clerical days. Perhaps preparing 2-3 research) topics ~~on~~ for advance reading + then meeting on one of the above mentioned days might enable training sessions to be held less frequently with the same information covered.

V. What are additional areas of research in which you or your colleagues may be interested?

I am very interested in offering this information as a college credit course in the fall. However, I feel I need more information or more references to follow up on to "round out" the information. I will be offering the information in

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I enjoyed it - sorry to see it end.

You did a fine job!

workshops, but would like additional areas to disseminate. I am also interested in how the research deals with part-time teacher, subs, cluster teachers etc.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex Female Race White

Degree levels Supervision Certification Years of experience 15 years

Grade/subject area presently teaching Reading Specialist

Other grades/subjects taught Teacher Common Branches

Special titles or professional recognition

Thank You for my experience as a TRL and I look forward to further participation.

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management	✓		
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing	✓		
d. Student success rate		✓	
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Referring back to question A - 1, 2, and 3 a.b.c. were extremely ~~g~~ useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept

(Refer to answer to B above)

Most of the teachers in my school taught for 10 - 15 years. At this experience level they felt that the research focused on exactly what they were doing. In addition, they did gain insight into certain specifics that could enhance their classroom management procedures

D. In your interactions with teachers, Classroom Teachers

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
4 4 mainly

2. With how many teachers do you estimate that you have shared the research? approximately 50 teachers and 4 administrators.

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

a, e, h, and j. Other Gave out research materials at meetings.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I also invited project personnel to speack to our teachers at ~~a~~ 2 large teacher conferences.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? Most teachers prefer to develop the research in ~~a~~ small group interaction meetings after we presented the information in a large group setting.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had? In a positive way. 2

The training focused on specific classroom situations rather than speaking generally with little emphasis on "real-life classroom experiences."

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments____

J. What suggestions do you have for improving the TRL training process in this program?

Training programs needs to de-centralize and arrange for meetings in areas closer to TRL's [illegible]

Filmstrips, Video-tape, would have been interesting to illustrate research activities.

K. When and under what circumstances did you actually begin to disseminate the research information?

Through the UFT Center in a mini-course for teachers in a specific area.

Also, in my home school at Workshops inviting project-staff personnel and plans for small group interaction in 1983.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations			✓
3. On-site visits		✓	
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

As previously stated, closer to site meetings.

More feedback concerning other TRL's experiences during the research project's dissemination

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

On-going meetings concerning additional research as well as what are the most effective ways for TRL's to disseminate information and what are the ways to encourage teachers to become change agents.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? The material is effective enough to encourage teachers to reflect, enhance and seek additional information and group interaction concerning the More Effective Teacher in classroom settings.

O. Describe the ways in which your attitude toward educational research has changed.

The research has shown me that I am a "most effective teacher" and ~~th~~ now I know why!

P. How has the research information affected your self-esteem as a teaching professional?

(See answer to O above)

I became prepared to present information ~~sp~~ supporting activities which make teachers "more effective teachers".

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Favorably - most of my peers would like ~~like~~ to continue meeting informally to discuss research more thoroughly.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

As a result of my involvement in the project I have been involved in presenting the research at the U.F.T.-Mini-Course. In addition, I am a teacher trainer at my school therefore I have had an opportunity to present information to teachers in this capacity.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

I have received an enormous amount of research material as well as a small reimbursement for the mini-course at this center.

What kinds of rewards, if any, do you think TRLs should receive?

A.V. Materials - research based, feedback concerning results of this survey, plan for UFT Mini-Courses with follow-up courses for at least two years with proper reimbursement as a TRL, arrange for a visit to AFT in Wash. D.C.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1) Classroom experience - inner city preferably
2) Communication and organization oriented person.
3) Sharing information and materials person.
4) a person who respects research and reads it carefully to pull out ideas that will be most helpful.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

- I would prefer time scheduling and training sessions closer to TRL's school centers. In addition, perhaps a training session could be planned for full days to include lunch on Saturdays or on holidays. (or on second thought, perhaps a breakfast and morning programs)

V. What are additional areas of research in which you or your colleagues may be interested?

Research information received from this project concerning the effectiveness of dissemination in other states. Participation of classroom ~~management~~ teachers in the project based on years of experience. Which group ~~through~~ thought the information most useful, new, 10-15 yrs. or long term teachers? How cooperative was the administrative staff in schools? What were some of the ways?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Project personnel were highly intelligent motivated people. In turn, they generated enthusiasm in TRL's. They gave us an awful lot of excellent research material. We needed more time to discuss material and most important to talk about TRL's experiences in presenting research in their schools, etc. The project is significant and needs to be continued in depth and disseminated to more classroom teachers (and Administrative Personnel in schools as well)

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex FEMALE Race WHITE

Degree levels M.S.+ Years of experience 11

Grade/subject area presently teaching READING (6-9) 12/1/82 TEACHER SPEC.

Other grades/subjects taught L.A., MATH (6-9)

Special titles or professional recognition

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓++		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	✓		
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

All the concepts were extremely useful. Though the Evertson, etc, Kounin and Brophy materials I was able to refine my skills and produce a much more effective learning environment.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Kounin	Withitness + overlapping
Brophy	Teacher Praise (all aspects)
Evertson, etc.	Rules, Procedures + Consq.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
Substitute teacher, curious, in-service wkshops.

2. With how many teachers do you estimate that you have shared the research? - about 12 on an indiv. basis.
- about 200 or so in wkshops

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

___ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

✓ j. Other Teacher Center Conferences.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Informal discussions on a one-to-one basis produced recognizable and measurable results.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] [✓ Useful] Not Useful

Specifics? Teachers were impressed to hear relevant research and non-curriculum related effective classroom practices. They were gratified at their own successes when using what they had heard about

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Much more pragmatic.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments____

J. What suggestions do you have for improving the TRL training process in this program?

We should spend more time on task.

K. When and under what circumstances did you actually begin to disseminate the research information?

As I was enthusiastic and interested from the outset (Sept. 1981) I began talking about it informally. Conferences, meetings, etc. were organized and/or arranged throught the teacher Center.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

① Being kept informed of future research.
② Meetings to discuss reactions to the research which has been presented.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? The information is useful and valuable. It deserves to be recognized and shared with colleagues.

O. Describe the ways in which your attitude toward educational research has changed.

I am more receptive to the notion of research and my input to the research community.

P. How has the research information affected your self-esteem as a teaching professional?

I have always viewed myself as a professional. I am happy that now many of my colleagues feel the same way.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I have been given the opportunities to conduct workshops and meetings as well as grow and develop professionally. I am no longer a classroom teacher but now a Teacher Specialist with the N.Y.C. Teacher Centers Consorti

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

↑

What kinds of rewards, if any, do you think TRLs should receive?

The recognition I have received by colleagues as being a good teacher and manager of classroom behaviors is very rewarding in itself. My students also commended me on my awareness, fairness and organizational skills. They learned in class and enjoyed being there at the same time.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Teachers must feel professional about what they do. They must have a belief that the information is useful and effective. Personal experience with the use of the research is essential.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Perhaps an entire day (Sat) could be set aside in a centrally located place.

V. What are additional areas of research in which you or your colleagues may be interested?

Learning Styles / Teaching Styles
Critical Thinking

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

The T.Y. liaison Sue Veitch was pleasant, helpful & informative.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex Female Race ____________

Degree levels Master Years of experience 17

Grade/subject area presently teaching 5th

Other grades/subjects taught 4, 6

Special titles or professional recognition Expert in Teaching Environmental Science in Elem. Schools / Published by McGraw Hill

And various professional journals.

Adjunct instructor at Southampton College

Officer and/or board member of many professional organizations

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity			✓
b. Contingency			✓
c. Distribution			✓
d. Credibility			✓
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I prefer my own comfortable use of praise
Seems to work best for me

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
#1	
2	
5	

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   New
   Curious

2. With how many teachers do you estimate that you have shared the research? 65

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other Teacher training workshops in district and Bates program and student teachers from College of New Rochelle

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Teachers I know asked me about my involvement. I shared the materials with them.
My student teachers found it most useful

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? New teachers, Student teachers

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Longer duration

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments ____

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

When I became involved

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I need preplanned teacher training sessions similar to the ones I conducted in my district and the Gates program

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I believe in the material and its usefulness to teachers

O. Describe the ways in which your attitude toward educational research has changed.

I found it interesting and useful

P. How has the research information affected your self-esteem as a teaching professional?

I enjoying teacher training and enjoying learning

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

Should get paid for teacher training workshops given by TRLs

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Enjoy & experienced at teacher training

Enjoy Sharing

Good leader

Good people person

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

① Enjoyed the experience, new knowledge And most of all the people I met and was involved with

② This should be a course given to pre service teachers as a methods course on college level

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex F Race ________

Degree levels MS + Years of experience 16

Grade/subject area presently teaching (Adults)

Other grades/subjects taught ________

Special titles or professional recognition Teacher Center Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping			✓
b. Smoothness and momentum			✓
c. Group focus and accountability			✓
d. Avoiding satiation			✓
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson et al	Classroom readiness, room arrangement
	Rules, procedures & consequences
Brophy et al	Direct instruction

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
Primarily, tchrs experiencing difficulty, or those wishing to "break out" of conventional ways

2. With how many teachers do you estimate that you have shared the research? 100+

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
My work situation lends itself most readily to method h (informal sharing)

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? Many teachers found guidelines to room arrangement, rules etc. especially useful at beginning of school year

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

more informal, less "preachy"

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments____

J. What suggestions do you have for improving the TRL training process in this program?

see eval form previously submitted

K. When and under what circumstances did you actually begin to disseminate the research information?

almost at once, through informal network previously in place at Teacher Center

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations			
3. On-site visits			
4. Presentations			

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Additional "translated" summaries of the research

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? Presentation of research findings gives credibility to many suggestions given to teachers.

O. Describe the ways in which your attitude toward educational research has changed.

See attached — all questions have been discussed

P. How has the research information affected your self-esteem as a teaching professional?

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

Reimbursement of Parking expenses, at the very least.

WITH YOUR PEERS:

Would you have found the information as useful without the scheduled discussion sessions? What has your role as TRL done in terms of your relationship with the teachers in your building? How have you used the information with others? What feedback have you received?

1) The scheduled discussion sessions were important in that they provided a format for further "translation" of the research in terms of applying concepts to "real" situations, and expanding or delimiting concepts based on our life experience.

It has occured to me that more of the discussion session time might have been better spent in structured activities which would in fact be 'dry runs' of techniques/activities which would then be used with teachers in schools. Conversely, less time might be spent reviewing text material which has already been read by each TRL (in advance of the session), or surely should/could have been

) My role in terms of my relationship with other teachers in my building had been well established prior to my beginning this project

THIS SECTION IS CONTINUED ON NEXT PAGE

PROFESSIONAL SELF-ESTEEM:

How has your attitude toward research changed? How has the information enhanced your self-esteem as a teaching professional? What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project? Has you professional "network" widened?

1) My attitude toward research is considerably more positive than previously. I can recognize that research is not purely theoretica but can be practical as well. I also now appreciate that it can be [made] 'readable' without destroying meaning.

) self-esteem (p. 2 item 4b)

Although the issue of resultant out-of-classroom opportunities is not applicable to me, I have been afforded the opportunity to work on a city-wide conference as an off-shoot of this project. The skills I learned in planning, advertising, arranging and coordinating details were surely "pluses" for me.

I have become a member of A.E.R.A. as a result of the sponsorship (and encouragement) of S. Veitch, AFT.

P. 2 of 2

[illegible]-GROUP PEERS:

Would you have found the information as useful without the scheduled discussion sessions? What has your role as TRL done in terms of your relationship with the teachers in your building? How have you used [illegible] information with others? What feedback have you received?

(CONT'D. FROM PREVIOUS PAGE)

) I have used the information presented (within the established framework cited above) in a number of situations in which teachers have (voluntarily) sought my assistance. For example, during the first few days of school this September, several teachers expressed displeasure with the appearance of their room and wanted to "change the place around"; change which would not necessarily be based on reason. In presenting the appropriate (Evertson) research at this time, I gave my colleagues a great deal to think about and respond to, as well as a rationale and a plan for room arrangement.

4) Feedback from teachers has generally taken 2 directions:

(a) many teachers indicate that they "knew it all along", or "I could have told you that," and even "This is what 'they' spend years looking at... all they had to do was ask me!" [I considered this feedback to be positive: underneath the snappy responses were teachers who were validating their own approaches and glorifying (even for a short time) in the all-too-infrequent state of "being right."

(b) some teachers seem to feel that familiarity with research is clearly a sign of giftedness on my part; on occasion this attitude has afforded me (and thus, my ideas/suggestions) more "credibility."

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

- respect of colleagues
- "scholarly" bent
- plenty of free time (during + after school

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

It might be helpful to work with participants who work in close physical proximity, thereby scheduling after school conf. soon after the finish of school, at a mutually agreeable place which doesn't require lots of traveling.

V. What are additional areas of research in which you or your colleagues may be interested?

eval. studies of informal (open) education -

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex M Race White

Degree levels ~~BS~~ M.S +M.A Years of experience 14

Grade/subject area presently teaching Teacher Center

Other grades/subjects taught K-5

Special titles or professional recognition

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation			✓
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

The material presented helped three different categories of teacher. ① The effective teacher had an uplifting experience. His/her good practices where reaffirmed. ② The teacher who needed help could apply the research. ③ Another group of teachers could have research presented and use it at a later time if they choose to.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Rules; procedures
Kounin	Withitness; overlapping Smoothness Group focus
Brophy	Direct Inst All aspects of Teacher Praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

all of the above

2. With how many teachers do you estimate that you have shared the research? 425

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

✓ f. The principal requested that you share the information.

✓ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

✓ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Workshops as a result of UFT Boro workshop. Participants invited me to come to their school to present to colleagues. Workshops as a result of Teacher Center Activities.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? ______

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

This training allowed participants to [illegible] input evaluate and provide feedback, ~~that was~~ [illegible] participants felt effective and involved.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments____

J. What suggestions do you have for improving the TRL training process in this program?

There needs to be some extrinsic motivation for TRLs: parking fees, honorarium, meal allowance.

K. When and under what circumstances did you actually begin to disseminate the research information?

The first sharing of information was over lunch. It was informal. The info generated alot of discussion

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

Making sure the project continues after the funding ends.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

A continued connection to relevant research.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? The materials presented had a positive impact on teachers. The materials helped me to become a more interesting teacher.

O. Describe the ways in which your attitude toward educational research has changed.

It has been shown to be more practical, than I thought it was.

P. How has the research information affected your self-esteem as a teaching professional?

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I have been asked to share with teachers, administrators, and to some extent colleagues who have been involved as TRLs.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

1. Bd of Edu dissemination
2. Conferences

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Get school districts of TRL's to buy into the project by having them release TRL's for school time meetings.

V. What are additional areas of research in which you or your colleagues may be interested?

Discipline

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex F Race White

Degree levels M.A. + 30 Years of experience 22

Grade/subject area presently teaching ART

Other grades/subjects taught Pre-K - H.S.

Special titles or professional recognition CULTURAL ARTS Coordinator Manhattan Coordinator ITALIAN Heritage Week - 1981 - School Coordinator JEWISH HERITAGE WEEK 1980 - Teacher TRAINER

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

1. The beginning of the year classroom management concepts were very useful, because they provided a structure for the rest of the year.
2. I feel that Time on Task is the basis for all teaching and is the most important part of the research.
3. Kounin + Brophy provided interesting concepts and important findings.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Brophy	Praise
Evertson et. al.	Classroom readiness Rules + Procedures
Kounin	Discipline + Group Management

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
New teachers - curious teachers - experienced 25 yrs.+

2. With how many teachers do you estimate that you have shared the research? 10

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.
___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.
✓ c. They approached you because they needed help.
✓ d. They approached you because they trusted you.
___ e. You conducted a workshop or meeting.
___ f. The principal requested that you share the information.
___ g. The principal referred teachers to you.
✓ h. You conducted informal discussions about the research information with people you know.
___ i. You left some of the research materials in faculty lounge areas and teachers became interested.
___ j. Other Discussions on a one to one basis.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I conducted informal discussions with small (2-4 people) groups, because I found that an effective way of capturing their interest.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful Useful Not Useful

Specifics? Most teachers said they would like to have more information.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

I found it to be more interesting because it was on a professional level.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments Some information was easier to use because it was more detailed.

J. What suggestions do you have for improving the TRL training process in this program?

Sessions should begin on time.

K. When and under what circumstances did you actually begin to disseminate the research information?

When I felt that I understood a body of information, I spoke to small groups of people. I began approximately three weeks after the first meeting.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More suggestions for dealing with the principal so that he does not "recommend" people to the group.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

A speaker, coming to the school, would be helpful.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I find it professionally stimulating, and I think the research was particularly useful.

O. Describe the ways in which your attitude toward educational research has changed.

I liked the idea of participating in research, rather than being handed information that represented a fait acompli.

P. How has the research information affected your self-esteem as a teaching professional?

It hasn't really but it did reconfirm some things I have been doing.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Very well - teachers seemed interested, the principal needed a "fireside chat" to orient him to the program.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I handle a special program normally. Principal is more aware of my professional interests.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

I feel that I have made a professional contribution to many teachers and I feel good about that. I have also learned from them

What kinds of rewards, if any, do you think TRLs should receive?

Doing a good job is its own reward.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

The qualities that are necessary for TRLS would be: professionalism, humanism, understanding, objectivity and common sense.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

A meeting once a month is fine. Training program could begin before school in Sept.

V. What are additional areas of research in which you or your colleagues may be interested?

Behavior - Discipline - The Gifted Student.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I found it a thoroughly enjoyable project. I feel that I have grown professionally and that I have helped others in the process.

TEACHER RESEARCH LINKERS
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1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex F Race W

Degree levels Post Grad Years of experience 22

Grade/subject area presently teaching

Other grades/subjects taught 7-12 Soc St.

Special titles or professional recognition Dean, Teacher Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management		✓	
a. Classroom readiness and room arrangement			
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability			
d. Avoiding satiation			
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity			
b. Contingency			
c. Distribution			
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time			
b. Engaged time			
c. Academic learning time			

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   Curious

2. With how many teachers do you estimate that you have shared the research? 30

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   [✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.]

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   [✓ e. You conducted a workshop or meeting.]

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ___ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other___________________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics?___________________________________

____

I entered group late
I do not find this applicable

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions			
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research			
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration			

H. How did this training differ from other inservicing you've had?

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information			
2. Role as trainer			

Comments ____________________

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

Shortly after joining group

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials		✓	
2. Consultations			
3. On-site visits		✓	
4. Presentations			

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?____

O. Describe the ways in which your attitude toward educational research has changed.

P. How has the research information affected your self-esteem as a teaching professional?

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

Anita Cimino -

ABOUT YOU Teacher Specialist (resume on file) in Teacher Center

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex __________ Race __________________________

Degree levels ____________ Years of experience ____________

Grade/subject area presently teaching ________________________

Other grades/subjects taught ________________________

Special titles or professional recognition ____________________

____

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to ~~your classroom practice~~? STAFF DEVELOPMENT (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Beginning of the Year materials good for beginning and experienced teachers who have not had success in organizing class. Once class has a sense of good organization, Brophy, Kounin, Stallings et.al. can be introduced.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study		Concept
① Evertson, Emmer, Anderson	...	Beginning of the Year Classroom Management
② Kounin	....	With-it-ness Momentum overlapping
③ Brophy	-.	Teacher Praise
④ Stallings, Berliner-Fisher et.al.	...	Time on Task (allocated

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

Individual - Teachers who needed immediate support
Group - Professionally interested and in need of support

2. With how many teachers do you estimate that you have shared the research? 150

3. How did this "sharing" come about?

- ✓ a. You approached them because you saw a need.
- ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.
- ✓ c. They approached you because they needed help.
- ✓ d. They approached you because they trusted you.
- ✓ e. You conducted a workshop or meeting.
- no f. The principal requested that you share the information.
- no g. The principal referred teachers to you.
- ✓ h. You conducted informal discussions about the research information with people you know.
- no i. You left some of the research materials in faculty lounge areas and teachers became interested.
- ✓ j. Other See Documentation for announcements on-site / District-wide / in another District

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Group - • Discussion • role playing • interaction
Individual - • Conferences
• Demonstrations in classrooms
• Role Playing

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? Research is: Specific, timely, practical
Teachers indicated application of strategies following workshops and support in classrooms

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Research and implementation "lined up" so that translation to school, teachers, and "real world of classroom was 'successful'!

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments The materials and training added another dimension to my background. Teachers viewed support as effective

J. What suggestions do you have for improving the TRL training process in this program?

More visuals for demonstrating techniques (eg. films - showing Strategies being implemented)

K. When and under what circumstances did you actually begin to disseminate the research information?

Workshops - Group
Individual support
Teacher Center -
onsite
District wide
In Other Districts

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?____

O. Describe the ways in which your attitude toward educational research has changed.

P. How has the research information affected your self-esteem as a teaching professional?

Added to my skills -

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Favorably -

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

(not appropriate to my position)

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Intrinsic (eg satisfaction)

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

- Leadership skills (ability to communicate, initiate, follow-up ideas)
- Human Relations skills

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

If money could be written into a grant to provide coverage from 900 – 300 p.m. for two or three sessions this would facilitate training time.

V. What are additional areas of research in which you or your colleagues may be interested?

Working with Special Education children in the area of classroom management

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Thank You!

Anita Cimino
12/82

E. H.

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex Female Race Black

Degree levels B.S + 30 Years of experience 18

Grade/subject area presently teaching 7-9 Physical Education

Other grades/subjects taught

Special titles or professional recognition

- V.P. Junior High School - Executive Bd.
- Chairperson D.C. Teacher Center Policy Bd.

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions			
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency			
c. Distribution			
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time			
b. Engaged time			
c. Academic learning time			

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I found Evertsons Rules, procedures & Consequences to be very helpful. Alex Kounins' with-it-ness, Overlapping and smoothness and momentum to be very helpful. Group focus and accountability also proved to be most helpful. Brophys' teacher praise and Stallings time on task have made a difference in my classroom

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
all of Kounin	

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? ___________

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ✓ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_______________________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

e

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics?____

____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

The training differed in that I was more involved - I was a part of the group - not always being given information, But sharing.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments I feel that as a trainer, I will become well prepared with more experience as a presenter. I have been given the ammunition, it is now up to me!

J. What suggestions do you have for improving the TRL training process in this program?

Additional time would be helpful

K. When and under what circumstances did you actually begin to disseminate the research information?

I began disseminating information to friends in the teachers lounge. I have since conducted a workshop with the entire faculty and staff at my school. I shared information on a small scale at two other schools.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

None needed!

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Because I feel it is very important for teachers to know what other teachers are doing and have done that is and was successful. Also it is very gratifying to know that what one is doing is "alright".

O. Describe the ways in which your attitude toward educational research has changed.

1. More realistic
2. It involved real live teachers, just like myself

P. How has the research information affected your self-esteem as a teaching professional?

I feel better about what im doing because I I now am aware that much of it is supported by research.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I was very well received by both. I have been asked to do 2 additional follow-ups to the initial workshop.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I was afforded the opportunity to meet w/ some researchers - which was a very rewarding experience.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

The opportunity to pre

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1. Interest
2. Give time needed for sharing/meeting
3. Like working with people

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

JS

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex Female Race ______

Degree levels BS + 30 Years of experience 30 years

Grade/subject area presently teaching Fifth Grade

Other grades/subjects taught 1 — 6 and Math Resource (5 yrs.)

Special titles or professional recognition Secretary WTU

Former CBC chairperson, City-Wide CBC organizer, City-Wide Metric Workshop ~~Coordinat~~ Team Mem

City-Wide Staff Development Team Member

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management	✓		
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability			
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate			
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy.			
Teacher Praise	✓		
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al.			
Time on Task	✓		
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

All of the concepts provided me with an opportunity to reevaluate myself. I obtained other ways of looking at myself and others around me. The research provided me with another dimension ~~for~~ improving techniques of classroom management. They have been most useful, because they reinforced the effective things I'm doing and enabled me to eliminate and create new ways of developing procedures.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
1	Classroom arrangement and room environments

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
   Curious teachers

2. With how many teachers do you estimate that you have shared the research? Approximately a dozen

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ✓ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other I used information during a plea for help during a faculty meeting.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
No, because most sharing was done very informally in my classroom after school, in teachers' lounge and even on the telephone.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? Teachers rearranged their classrooms shared helpful ideas and ask for more information in other areas.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

The open exchange between presenters and participants.
Usefulness – able to utilize immediately in classroom

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments Having presented to my faculty previously I'm a little nervous about getting an open audience. I feel that I have the information, but must find a captivating way to get the listeners as excited as I am about the research.

J. What suggestions do you have for improving the TRL training process in this program?

Given the time limit(s) no suggestions
Site → parking availability
Released Time

K. When and under what circumstances did you actually begin to disseminate the research information?

Almost immediately—when I applied the first concept in my classroom → Rules and Procedures

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

Constructive criticism of my setting, procedures, etc.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Continued support

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I learned & rediscovered ideas that I would like to share.

O. Describe the ways in which your attitude toward educational research has changed.

More interesting and applicable.

P. How has the research information affected your self-esteem as a teaching professional?

Made me feel good about my with-it-ness!.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They seem receptive, but still want "pat" answers to problems or they have old ideas about research that are hard to "crack".

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Certificate of Appreciation from The Teacher Center
An Apple for the Teacher pin
Pencils for my class

What kinds of rewards, if any, do you think TRLs should receive?

Released time for participation
Credit

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

A desire for increased effectiveness

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Effective programs - Open space vs. Self Contained Classrooms
Effectiveness of Support Personnel - Paraprofessionals
Effectiveness of types of Teacher Appraisal.

W. Teaching style

Which more generally represents your teaching style(s)

A. Open Class
B. Small group instruction
C. Whole class instruction
D. Individualized instruction
E. Other Team Teaching

I use all of the above

BV

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex Female Race Black America

Degree levels MA Years of experience 15 years

Grade/subject area presently teaching 5th

Other grades/subjects taught Pre-Kgn - 5th

Special titles or professional recognition ____________________

____

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences		✓	
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability		✓	
d. Avoiding satiation			
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise		✓	
a. Specificity	✓		
b. Contingency	✓		
c. Distribution		✓	
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time		✓	
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

The individual research concepts, that I founded most useful was Direct instruction: Withness and overlapping. These techniques ~~ae~~ are quite useful when dealing with mult- group (levels)

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
1 Evertson, Emmer, Anderson	Classroom readiness and room arrangment.
2. Kounin	With-it-ness and Overlapping

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
I share this information with all most everyone, especially curious ones

2. With how many teachers do you estimate that you have shared the research? 35 in school and District-wide

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting. (are going to)

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

___ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
My present students' last year's teacher, couldn't get over the new (better) behavior of her past students and wanted to know what I did. I introduced her to Organizing and Managing a Classroom

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? They want to know more about the kind of research we are receiving

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

This training differ in that you are first aware of the research (sent before the session) Next you are involved in a discussion; Next role-playing and finally put it to use in your classroom.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments Sessions could be filtered in to a certain area or school and involve the entire staff at the same level we were involved

J. What suggestions do you have for improving the TRL training process in this program? Work closer with trainer and his/her staff. Put one staff person to cover an area (site) instead of three!

Washington, California & New York

K. When and under what circumstances did you actually begin to disseminate the research information? As staff problem arise in Staff meetings

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?
More or additional staff members!
Needs arise and they are not presently in the area. On another site.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?
Additional new research as it becomes available.
Staff person to remain in the area for support!

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? It's a great need, especially for incoming new teachers

O. Describe the ways in which your attitude toward educational research has changed.

Research for a change has been taking off the shelves and put (practices) directly into the classroom. A living substance!

P. How has the research information affected your self-esteem as a teaching professional?

Research information has affirm my self-esteem and allowed me to remain in the classroom another eighteen months.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Curious! The building administrator seems sort of weary due to the fact she can't keep-up with all the latest research

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N/A

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

The greatest reward and incentive has been my - re - affirm of self-esteem as a teacher.
A free course at the D.C. Teacher.

What kinds of rewards, if any, do you think TRLs should receive?

- The kinds of reward I would like to see Graduate Credit. 3 credits
- Meet and having training sessions with the researchers!

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? The qualities that are necessary for teachers to become TRLs:

(a) Beginning Teacher

(b) Teachers who wants to affirm or take a look at their teaching style.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

- Time should be allocated from The Board of Education, since we are employer.
- C.S.C. Personnel and Staff development workshop
- Workshop designed especially for research

V. What are additional areas of research in which you or your colleagues may be interested?

Research that deals:-

(1) One parent home / Multi-home } the effects

(2) Inner city studental (different backgrounds)

(3) Inner city (hard-core) students

(4) The effects of mainstreaming on average and above average students.

(5) The effects on: Gifted Students

10F

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex F Race ______

Degree levels AB - MA Years of experience 20

Grade/subject area presently teaching 8-9 Reading

Other grades/subjects taught Elementary K-thru 5

Special titles or professional recognition ______

B Rep.

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	X		
b. Rules, procedures and consequences	X		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		X	
b. Smoothness and momentum		X	
c. Group focus and accountability	X		
d. Avoiding satiation		X	
e. Valence and challenge arousal		X	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		X	
b. Instructional functions		X	
c. Pacing	X		
d. Student success rate		X	
e. Teacher questioning	X		
f. Turn-taking	X		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency		✓	
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   Seasoned

2. With how many teachers do you estimate that you have shared the research? 85 (School and district-wide)

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   X e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ___ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ____________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain. No

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? ____________________

____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions	X		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	X		
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	X		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

I was given the opportunity to evaluate and share strategies which I have used and have these strategies evaluated, modified, and compared by my peers and the research.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		x	
2. Role as trainer		X	

Comments Due to incapacitation I had to miss some sessions. Beyond this, the degree of preparedness is directly linked to preparation for dissemination and the number of presentations.

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

Immediately after the second training session Conferred with CBC chairperson about a staff development session

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations	X		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

1 through 4 in L above

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Have found the information and interaction across levels constructive, informative

O. Describe the ways in which your attitude toward educational research has changed.

Can't say that my attitude has changed because I had not been previously introduced to this type of research. Can say that my attitude is now most positive.

P. How has the research information affected your self-esteem as a teaching professional?

It is very satisfying to know that some of my techniques have been validated.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

The majority are positive, open, and receptive to additional information.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

Involvement in city-wide workshop.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

No

What kinds of rewards, if any, do you think TRLs should receive?

The opportunity to present outside the local area

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1. Interest
2. Open-mindedness
3. Amenable to change and self-evaluation
4. Willingness to interact and share

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Grading systems + reporting student progress

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here)

R.F.

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex Female Race Black

Degree levels Masters + Years of experience ____

Grade/subject area presently teaching Social Studies 7-9

Other grades/subjects taught Reading + [illegible] Ed (Adult Ed)

Special titles or professional recognition ____

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Classroom readiness and room arrangement very helpful with my class in U.S. History during discussion periods Group focus and accountability - enhansed the ability to observe the behavior of the group; to monitor each student and to evaluate mastery of objectives.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Berline, Fisher, Stallings	Time on Task Engaged Time.
Kounin	Group Focus and accountability
Evertson	Classroom management Rules, Procedures and Consequences

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

in trouble and curious

2. With how many teachers do you estimate that you have shared the research? 86

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

_✓_ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

_✓_ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

yes workshop setting

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? ______________________________

____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

I had a chance to be introduced to the research, given ways to use the information, a chance to actually test the information in my classroom and then an opportunity to report my findings.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments ____

____

____

J. What suggestions do you have for improving the TRL training process in this program?

There is always more time needed

K. When and under what circumstances did you actually begin to disseminate the research information?

Any time that time was available. As I learned and saw how various research was working, I become eager to pass it on. about

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More time to work with teachers according to specific needs (a grouping of needs)

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

The same kind of support that we received from the onset. In fact it is very necessary that we or I get this kind of support (see L)

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I feel that this kind of information is needed in preparing our teachers to meet the needs of students. In other word we must keep abreast of constant changes that are taking place.

O. Describe the ways in which your attitude toward educational research has changed.

very positive. Research is very exciting.

P. How has the research information affected your self-esteem as a teaching professional?

I feel good about my method
I dont feel threaten when my suporison, principal or fellow teacher come in myroom.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Some peers have expressed to ~~see~~ this working in the classroom. Some are undecided on how to accept the idea

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None at the moment

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Indrectly. Guest speaker on Church programs and same Community programs. Organize a couple of programs

What kinds of rewards, if any, do you think TRLs should receive?

Graduate Credit that will lead to something greater

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Confidence in the material
A-Go-Getter
Belief in people
Pleasant facial expressions
pleasing personality

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

During the working week

V. What are additional areas of research in which you or your colleagues may be interested?

DN

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex F Race Black

Degree levels MA Years of experience 20

Grade/subject area presently teaching Reading Specialist

Other grades/subjects taught Kgn-6

Special titles or professional recognition T of the year
Exec Bd WTU - Building Chairmanships

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓	✓	
c. Group focus and accountability		✓	
d. Avoiding satiation			
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teacher praise - very useful - especially learning the kind given for different stages of development.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Discipline and Group management	- Group focus and accountability. - smoothness and momentum.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
   curious -

2. With how many teachers do you estimate that you have shared the research? 50[illegible]

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   _✓_ e. You conducted a workshop or meeting.

   _✓_ f. The principal requested that you share the information.

   _✓_ g. The principal referred teachers to you.

   _✓_ h. You conducted informal discussions about the research information with people you know.

   _✓_ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
workshops - Lunch-time discussions

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful]   Useful   Not Useful

Specifics? Teachers were pleased to learn that their techniques were sound.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

We were able to take a more active, and leadership role in the program

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments I am prepared for both because of the amount of materials and training received - and being able to contact other participant in the project; having a trainer in at the AFT office.

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information? as soon as the program was announced- Teachers wanted to know what it was about.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

"leave"-time - clarification for all participants.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

continuous announcements about the program

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? it would give me the opportunity to help those teachers who are stressful and suffers of Teacher Burn Out.

O. Describe the ways in which your attitude toward educational research has changed.

gratifying to know some one cares enough to help teachers become more effective in the classroom.

P. How has the research information affected your self-esteem as a teaching professional?

given more self-confidence.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

supportive - thankful someone on the staff can verify educationa judgements.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

time off for TRL training.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

more organized classroom management - Outstanding rating Performance.

What kinds of rewards, if any, do you think TRLs should receive?

College credits - stipends

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

[illegible] - sharing - understanding of others etc.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

leave time should be clarified and approved for TRLs at the on set of program

V. What are additional areas of research in which you or your colleagues may be interested?

"Better Teacher Contracts

Better classroom performance as a result of "Improved Teacher Contracts".

SK

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex Female Race Black

Degree levels MA Years of experience 17

Grade/subject area presently teaching 9th Business Communication + Typewriting

Other grades/subjects taught 8th Grade Business Education

Special titles or professional recognition Dept- Chairperson, Bldg. Representative

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences		✓	
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability		✓	
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

N/A

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Berliner, Fisher, Stallings	Time on Task
Evertson, Emmer, Anderson	Beginning of the Year Classroom Management
Kounin	Discipline and Group Management

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
Curious, in trouble, Dept. Chairpersons, SCAC

2. With how many teachers do you estimate that you have shared the research? 20

3. How did this "sharing" come about?

☑ a. You approached them because you saw a need.

☑ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

☐ c. They approached you because they needed help.

☑ d. They approached you because they trusted you.

☑ e. You conducted a workshop or meeting.

☐ f. The principal requested that you share the information.

☐ g. The principal referred teachers to you.

☑ h. You conducted informal discussions about the research information with people you know.

☐ i. You left some of the research materials in faculty lounge areas and teachers became interested.

☐ j. Other

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain. As Dept. Chairperson, I shared the research with Dept. members during dept. staff development. I also shared research with SCAC members and other Dept. Chairpersons during meetings. Research was handed out during local Union meetings.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? Many teachers indicated that the research enabled them to evaluate many of the things they are doing at the present time.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It was compltetily teacher oriented. It dealt With actual prablems teacher are confronted with Most.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments Due to the time of some of the training sessions, I was unable to participate in all of the sessions

J. What suggestions do you have for improving the TRL training process in this program?

Have TRL's spend more time under Supervised training before acting as presenters. This would give time for more constructive criticism.

K. When and under what circumstances did you actually begin to disseminate the research information?

As Dept. Chairperson, I immeditely began disseminating with my department members and other Dept. Chairpersons during meetings.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits		✓	
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

None

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Additional research when Available.
Continuous project staff support.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I have not had ample time to meet the needs of all the members of my staff. I think it should be an On-going project.

O. Describe the ways in which your attitude toward educational research has changed.

It supports many of the concepts I have used for many years.

P. How has the research information affected your self-esteem as a teaching professional?

Reaffirms my teaching style as per the research presented.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Positive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N/A

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

D.C. Teachers Center Certificate of Participation

What kinds of rewards, if any, do you think TRLs should receive?

Recertification or Graduate Credit - 3 hrs.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

- Must be experienced teacher with diverse experiences.
- Teachers who can take on leadership roles with their peers and administrators

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

- Coordinate program with Board of Education
- Include TRL's in CBC or Staff Development Programs
- Enact a Project Staff for the System.

V. What are additional areas of research in which you or your colleagues may be interested?

Research on Teaching Styles: Traditional
Open Space, etc.
Individualized Instruction

"Dealing with Students from Different Backgrounds and Areas"

L.S.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex F Race Black

Degree levels BS + 30 Years of experience 13

Grade/subject area presently teaching 4/5 elem. Classroom

Other grades/subjects taught Classroom teacher grades 2, 3, 1, 6

Special titles or professional recognition W T U Building representative, Pres H.D Cooke PTA '81-82, '82-83

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I feel that the research on teaching effectiveness is most supportive to the program I am currently implementing in my classroom because it is based on direct instruction. The program is "Success In Reading and Writing"

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
1. Beginning of the Year	Rules, procedures, consequences
Classroom Arrangement	Classroom readiness and room arrangement
2. Teaching Effectiveness	- Direct Instruction

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

I share the overview information with the entire staff. I shared information on teacher effectiveness specifics with the counselor, and other individuals. District wide workshop.

2. With how many teachers do you estimate that you have shared the research? District Wide workshop

3. How did this "sharing" come about?

- ___ a. You approached them because you saw a need.
- _X_ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.
- ___ c. They approached you because they needed help.
- ___ d. They approached you because they trusted you.
- _X_ e. You conducted a workshop or meeting.
- _X_ f. The principal requested that you share the information.
- ___ g. The principal referred teachers to you.
- ___ h. You conducted informal discussions about the research information with people you know.
- ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.
- ___ j. Other________________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? I have been asked to give a longer workshop to my entire faculty at our January faculty meeting.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?
The "personalized" attention, interest, and thoroughness of ~~pres~~ presenting information from Lovely, Susan, and Brenda has been most helpful and encouraging.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information			
2. Role as trainer			

Comments If I have enough time to prepare myself thoroughly before going before a group presentation, I feel that with a little support the first few times from another TRL or Lovely, Susan or Brenda I could be prepared. It is essential to note that much

J. What suggestions do you have for improving the TRL training process in this program?

I feel that if TRL's are given more opportunities to present informally before each other in a "staged" setting before other TRL's to help enhance, and perfect presentation before going to a "test" group it would serve as an icebreaker for the formal presentation.

K. When and under what circumstances did you actually begin to disseminate the research information?

I presented initially before my faculty staff in a ten minute overview presentation of the program. On November 12 at the DC Teachers Center another TRL and I presented the information a large group of educators in 3 different groups sessions each lasting a ½ hour each.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials		✓	
2. Consultations		✓	
3. On-site visits		✓	
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I need to have further accessibility to Lavely, Susan, and Brenda for consultation and materials, and on-site visits to aid in presentation.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I feel that the dissemination of this information and the program is valid ~~and~~ is most beneficial to the educational process at the "grass roots" level.

O. Describe the ways in which your attitude toward educational research has changed.

I really had not given much thought to educational research as being applicable to my specific situation, so this whole process has been most beneficial and useful to me.

P. How has the research information affected your self-esteem as a teaching professional?

I have felt the gratification of knowing that I have some important information to share with them that I'm excited about and have found not only informative but practically useful also.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I'm not quite sure because I wear so many "hats" around my school they just add this to the lot.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

An opportunity to share with a large audience at DC Teachers Center

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Certificate ~~of~~ from WTU and DC Teachers Center
of Participation

What kinds of rewards, if any, do you think TRLs should receive? I'm not sure, maybe 3 hours of re-certification credits.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Enthusiatic, interested persons eager to improve, learn, grow, and share.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Schedule time for other ER+D training sessions and dissemination activities during school time.

V. What are additional areas of research in which you or your colleagues may be interested?

F.G.

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex M Race NEGRO

Degree levels M.S. Years of experience 11

Grade/subject area presently teaching SCIENCE 8+9

Other grades/subjects taught MATH

Special titles or professional recognition Science Dept. Chairperson
Southern Regional Director, AFT Black Caucus, W.T.U. Bldg. Rep

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness	✓		
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking			

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise		✓	
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task		✓	
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time			

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I needed more time to present the research of Brophy, etal., Berliner et al., and some of Kounin.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson, Emmer, Anderson B.O.Y.C.M.	Classroom readiness Rules, procedures + consequences
Kounin	With-it-ness and overlapping Smoothness and momentum Groups Focus and accountability

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.). Administrators, college professo new to bldg., in trouble, curious, subject area chairpersons, national teacher union representatives and Dade County, Florida teache

2. With how many teachers do you estimate that you have shared the research? 190-250 Ⓐ home school Ⓑ city wide chairpersons Ⓒ AFT Black Caucus conference delegates Ⓓ Dade County United Teachers of Florida Ⓔ Nat. Science Teache ass. officer Ⓕ U. of Md., Science Teaching Center, Director - Professor Dr. Emmett Wright. Ⓖ D.C. School Administrato + Curriculum Developers

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

✓ f. The principal requested that you share the information.

✓ g. The principal referred teachers to you.

___ h. You conducted informal discussions about the research information with people you know.

✓ i. You left some of the research materials in faculty lounge areas and teachers became interested.

✓ j. Other Departmental meeting, a national teacher conferen

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

yes, workshop, seminar, display table at conference

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics?

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Usually inservice-training is presented in an authoritative manner to meet the requirements of some mandate. This was not.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments I felt that the project should have been planned for a 3-year cycle rather than a 2-year one so that more time could have been spent in training other teachers. In addition, I felt that TRL's could have been more effective if they had been given "leave from classroom duties" for the third year period so that they could "spread the message"

J. What suggestions do you have for improving the TRL training process in this program?

Add another year for dissemination, including in the proposal a provision for TRL's to be assigned to the project for a block of time to disseminate full-time.

K. When and under what circumstances did you actually begin to disseminate the research information?

The administration requested assistance at the beginning of the school year.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

More research on the problem of student discipline and some of the pilot projects that have been successful in deterring inappropriate student behavior.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

All of the 4 levels listed in section L.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? Because most TRL's are just getting their "feet wet"

O. Describe the ways in which your attitude toward educational research has changed.

1). respect for research has increased since the guidelines presented can be implemented and validated in my own classroom

2). my willingness to spend the time to read the research has improved and my interest has increased.

P. How has the research information affected your self-esteem as a teaching professional?

Yes, my peers now perceive me as the professional to consult with for problems other than those concerned with "working conditions" and their opinion of unions has improved.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Very positively.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

The opportunity to be able to present to other professionals something that is of value to them in a setting that is different from the everyday classroom situation.

a) Quest Conference at AFT Convention in N.Y.C. 1982
b) TRL/RESEARCHERS' meeting at " "
c) everything listed under section "D" 2

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

press coverage
invitations to present workshops
visibility at the local and national level in my subject area

What kinds of rewards, if any, do you think TRLs should receive?

After formation of a consulting agency — consultant fees

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? TRLs should exhibit [redacted] or project

① Open-mindedness ② Flexibility
⑤ Public Speaking skills
④ Management "
③ Resourcefulness

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

"release" time has worked best

V. What are additional areas of research in which you or your colleagues may be interested?

Effect of School Climate on student achievement

Discipline techniques for "hard core" students

D.S.

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex Female Race Black

Degree levels BS + 15 Years of experience This is my 25th year — I th ☺

[✓ Grade]/subject area presently teaching Gr. 2

Other grades/subjects taught None — always Gr. 2

Special titles or professional recognition None — except phrases coined by ~~my~~ students, such as → "Dynamite teacher"

Teaching Style

Which more generally represents your teaching style (s)?

A. Open class
B. Small group instruction
*[✓ C.] Whole class instruction
D. Individualized instruction
E. Other ______

I feel that "C" is very representative of my teaching style. (Maybe it's the "theatrics" in me! ☺) Seriously - I usually feel a greater sense of with-it-ness in a whole group setting. However, I utilized small group, and individualized instruction in my day-to-day instructional program, too.

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

Exceptionally Useful!!

It's made me realize some of my shortcomings Now — I have less "dead tim & more studen "time on task

And how!! My turn-takin is more democra -student orient Pacing — it really revolutionalized my instructi Teacher questioni Great!! Francis Robinson taught a reading course which I took & it reinforced the →

Cont'd.
importance of divergent + convergent questions!! Terrific stuff!

Direct intruction —
Our "CBC" is modeled after this concept — the "Seven steps" helped me to complete a city-wide questionaire more effectively. I think I was the only one in my building to accurately respond to some statements due to my participation in the ER+D classes.

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

Hey — here's and area that enabled me to really have some "eye openers." I didn't realize how much our "value system" effected our → over

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I can trufully say that off-hand, I can't think of anything which wasn't useful. If I was already doing it — the research reinforced the practice. If it was "new" — I latched-onto it. I'll share it with others who'll listen.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	* a. Classroom readiness and room arrangement b. Rules, procedures and consequences

* Teachers requested this info. — informally (one-on-one and school-wide.

* If you fail to establish "the rules of the road" — forget it. You can't teach in

4 =
Cont'd.

teacher praise. I didn't realize how much I used it as a form of "social control"! I'm constantly analyzing my comments now so that they reflect a more geniune praise —which builds self-esteem, student success, and teacher effectiveness as it relates to the instructional program.

Who would have realized that you unconsciously praticed consequences for infractions of rules or procedures based on a child's pleasing appearance. Example: A very neatly dressed, or a very attractive person could break a rule + your response would fit into the first level of consequences. Whereas in a less attractive or a more unkempt child could break the same rule and you'd explode. Heavens forbid, I never did that. But — its something to think about. The article from a San Francisco newspaper comes to mind as I write this

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

I participated in a city-wide workshop — so conceivably — teachers from all groups may have been present. In my building however → over

2. With how many teachers do you estimate that you have shared the research? ____________

3. How did this "sharing" come about?

☐ a. You approached them because you saw a need.

☑ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

☑ c. They approached you because they needed help.

☑ d. They approached you because they trusted you.

☑ e. You conducted a workshop or meeting.

☐ f. The principal requested that you share the information.

☐ g. The principal referred teachers to you.

☑ h. You conducted informal discussions about the research information with people you know.

☐ i. You left some of the research materials in faculty lounge areas and teachers became interested.

☐ j. Other ________________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I utilized the workshop approach to a greater degree because the audience was greater in number. I only have 20 teachers on my staff,

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? They had a definite need met. It was (research) realistic in nature — something they could readily do. It was enjoyable + informative, too. Their colleagues helped out in the staff

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	* Excellent ✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	* Excellent ✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	* Dynamite!! ✓	That's how I'm doing mine!	

H. How did this training differ from other inservicing you've had?

No Comparison!! ~~Informa~~ Very informative, non-threatening, non-critical — FREEDOM → over

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments I viewed a video tape of my performance at the city-wide workshop and I was "impressed"!! (!!)

(Vanity will get me everywhere!!

H- Cont'd.

We (TRL's) felt that our views were welcomed, ~~re~~respected and had sound educational value backed up with years of experience. I revealed my inner-most thoughts and didn't feel inhibited nor did I feel that I'd be "labeled" or "judged" an effective teacher, therefore, I truly profited by this experience. Really!!

*I bet you couldn't tell. (smiles)

J. What suggestions do you have for improving the TRL training process in this program?

*Provide more "whole-day" activities — extension of staff development rather than after-school sessions
~ Keeps group together more effectively
~ Helps you in your presentation — you don't have to go back and "make-up" sessions missed by some participants.
→ over

K. When and under what circumstances did you actually begin to disseminate the research information?

Citywide workshop — Nov. 12
Beginning of year — Sept. (one-on-one)

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

Dynamite!!

M. What additional support, if any, would have been helpful?

Dr. Jimmie Jackson filled in on any area uncovered — which was 'nil'!! You folks covered everything

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

1. More material — xeroxing
2. " tips for presenting
3. A picker-upper when I fall down
more support

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I like it! I like it!!
Seriously — I've learned great stuff and I want to shout it from the roof-tops!!

S - Cont'd.

- It provides us more opportunities to share with each other — we learned a lot from each other, too. (Sean's definition of some educators

O. Describe the ways in which your attitude toward educational research has changed.

I have a greater respect for research now — due to the format of presentation. I never felt "put-upon" — I never felt threatened — rather I felt that my role was one of "collaborator" — I felt a part of the research — I felt needed. Therefore, over →

P. How has the research information affected your self-esteem as a teaching professional?

Greatly!! ☺ Please read response to question R.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

She instructed or permitted her whole faculty to attend the city-wide workshop. She was esthatic!! My "peers" gave me a trophy and told me that I was a credit to the Coding Faculty

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

The AFT Convention — last summer, I was a delegate to the AFT Convention and I actually had an opportunity to discuss this research-based information with them. It was an exhilarating experience for me — the most! My →

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

My students were a testament to my implementation of the research-based techniques. My attitude about myself → over

What kinds of rewards, if any, do you think TRLs should receive?

We have received them. Our lives have been enriched greatly — through the varied experiences which we've had

R - cont'd.

self-esteem was greatly enhanced, I was "floating [TRLS] air" — after my instructors and peers told me how expressive I was. Prior to that — I was scared to death.

O - cont'd.

I have & will continue to use this research with my students. Further — in keeping with the thrust of the AFT-based & dessimination — I'll "spread the word" to other teachers.

S cont'd.

Part 1 with respect to my instructional program. I feel that I'm more effective now — and after 20+ years, too. ☺ I think that my Principal has a greater respect for me and my ability to teach now.

Part 2 as participants in this project,

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

"Interest," "commitment" to students, the teachers and the project — and patience — the techniques work — just keep at it,

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Please see response to question J

V. What are additional areas of research in which you or your colleagues may be interested?

Parental envolvement → big problem now.

Thank-you for a terrific year!! You're dynamite "dudes"!!

E.M.

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex Female Race Black

Degree levels B.A. Years of experience 10 years

Grade/subject area presently teaching Pre-School

Other grades/subjects taught 1st grade

Special titles or professional recognition ____________________

Teaching Style

Which more generally represents your teaching style. -

A. Open class
[✓ B. Small group instruction]
C. Whole class instruction
D. Individualized instraction

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

All the research concepts were very useful in that they gave me names and credibility for what I was already implementing in my classroom. Kounin was very useful because it gave me a lot to think about as to my weaknesses in classroom. Brophy's research was very interesting and surprising. I believed I learned most from Teaching Effectiveness. Most of the research information presented was new to me and I was glad that some of the concepts that I have been wrestling with for years were validated

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson, Emmer Anderson	Establishing Rules Setting up a hierarchy

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

Informally with Friend, all staff (Formally)

2. With how many teachers do you estimate that you have shared the research? 3

3. How did this "sharing" come about?

X a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

X e. You conducted a workshop or meeting.

X f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

X h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other Bulletin Board

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Most of the information I shared was done informally with my closest co-worker and with fellow union members.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? In regards to my session on Establishing rules and Procedures the staff responded well to the idea that rules should be taught and constantly reinforced. I think that the information gave them much to think about and gave them a realization that rules are important to a weel run classroom.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?
Many of the other inservice training sessions were not specifically research based. It has been a very comprehensive training. Also the presenters were very knowledgable, professional and excellent

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓ (in-between)		

Comments The research concepts were presented in such as fashion that I was able to grasp them well. I feel pretty comfortable with the information yet I still need to build more self-confidence and assuredness with myself to feel at ease disseminating to information to a large group of people.

J. What suggestions do you have for improving the TRL training process in this program?

More sessions or a session on practicing disseminating the material

K. When and under what circumstances did you actually begin to disseminate the research information?

After the first session I attended which I believe was in November I went back to my school and talked with one of my co-workers about room arrangement

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

The staff gave me great support

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I would like to be able to contact the project staff from time to time to consult with and elicit help from.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I had only begun disseminating the information before going on leave. I have much more information to share that my school staff needs.

O. Describe the ways in which your attitude toward educational research has changed.

I feel that educational research in needed if I intend to be a professional It keeps you updated and it gives your credibility. I will probably seek it out more now.

P. How has the research information affected your self-esteem as a teaching professional?

The information has increased my personal self esteem to a point. The organization that I am employed by does not reward professionalism and I believe until they change or until I am able to be employed by another organization my self-esteem will not increased that much.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

My administrator is very pleased that I am involved in this project and she wants me to conduct regular Formal sessions.

My peers are much less responsive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I am hoping that I will be presented with opportunities.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

Certificate that the training was completed

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) [✓ (50-60)] (60-)

Sex M Race Caucasian or Other White in S.F.

Degree levels BA. -M.A. Years of experience 22

Grade/subject area presently teaching Middle School 6,7

Other grades/subjects taught 2,3,4,5,6,7,8

Special titles or professional recognition Specialist in Reading — teacher of the Gifted

Which more generally represents your teaching style(s)?

____ A. Open class

____ B. Small group instruction

____ C. Individual instruction

____ D. Whole class instruction

____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	X		
a. Classroom readiness and room arrangement	X		
b. Rules, procedures and consequences		X	
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		X	
b. Smoothness and momentum	X	~~X~~	
c. Group focus and accountability		X	
d. Avoiding satiation		X	
e. Valence and challenge arousal		X	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	X		
b. Instructional functions	X		
c. Pacing	X		
d. Student success rate	X		
e. Teacher questioning	X		
f. Turn-taking	~~X~~	X	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	X		
b. Contingency		X	
c. Distribution		X	
d. Credibility		X	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	X		
b. Engaged time	X		
c. Academic learning time	X		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Evertson, Emmer, Anderson
Beginning of the Year Classroom Management
I found the information very specific and very useful

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study **Concept**

Evertson, Emmer, Anderson - Beginning of the Year classroom management.

Effect of room arrangement to provid smoothness of traffic flow but maximize efficiency in supervision of the educational environment at Middle School level.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

Experienced teacher - knew willing to try when given a suggestion.

2. With how many teachers do you estimate that you have shared the research? Picked up a new T.R.L. made 30 on staff aware of the project and its ongoing nature.

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

___ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

✓ j. Other Worked through principal to address faculty at regularly scheduled meetings

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Used informal discussion the most.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.

Very useful [✓ Useful] Not Useful

Specifics? T.R.L. recruit thought at first she would try some of the things she saw me try..

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions	X		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		X	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

Element of compulsion left out. Expectations of immediate application and successful results.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	X		
2. Role as trainer	X		

Comments As a professional with a B.A. and a masters degree I didn't need a lot of preparation.

J. What suggestions do you have for improving the TRL training process in this program?

Be aware growth of the program is a slow process. This is not the total answer to ills of education.

K. When and under what circumstances did you actually begin to disseminate the research information?

Practiced procedures in my own class then spoke with other members of the staff.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations		X	

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

1 research to review
2 periodic meetings
3 an accountability system appropriate to the level of expertness

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Enjoy professional growth

O. Describe the ways in which your attitude toward educational research has changed.

I always thought the research was good but the convenience and peer interaction was very stimulating possibly crucial.

P. How has the research information affected your self-esteem as a teaching professional?

My self esteem was already high. Stroking is always pleasant though

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They will take anything they can get at my site. They generally are overwhelmed with other activities that make research way down on their priorities.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None so far but I'm young

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

My reward is professional growth and peer interaction

What kinds of rewards, if any, do you think TRLs should receive?

Certificates of participation and appreciati

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Maturity, flexibility, a reasonable amount of experience, curiosity, interest.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Keep in mind flexibility is a key word

V. What are additional areas of research in which you or your colleagues may be interested?

Might be wise to see what has been influence of philosophies of educational practice on structure of education in U.S. (especially so called ~~Paied~~ Paedea proposal of M. Adl

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

The notion of emphasis on the Union helping with this type of ~~thing~~ project should be most helpful to get the Union through this time of crisis in union development in terms of national hostility.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)
Sex F Race W
Degree levels Masters Years of experience 12
Grade/subject area presently teaching 9-12 / Reading/Writing Basic Skills
Other grades/subjects taught 7, 8
Special titles or professional recognition Reading Specialist

Which more generally represents your teaching style(s)?

____ A. Open class

____ B. Small group instruction

____ C. Individual instruction

____ D. Whole class instruction

____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time			✓
b. Engaged time		✓	
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I found myself very aware and conscious of ~~-~~ rules particularly consequences this year. Thinking about consequences ahead of time does make things go smoother. I was strongly affected by the direct instruction research ~~[illegible]~~ It affirmed the reasons we moved from

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Beginning of the Year Classroom Management	Rules procedures and consequences
Kounin	Group Focus + Accountability
Brophy, Etc	Direct Instruction, instructional functions

individualizing instruction. I used the information about lesson planning & strengthened "guided practice" and have been able to spend less time on reviewing and remediation. I have used the time on task research to try to make changes in minimum standards testing policies. (low ability student need more time)

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.) teachers who attend inservice sessions, (interested, concerned dedicated ones), 2 new teachers, teachers at distri →

2. With how many teachers do you estimate that you have shared the research? 30

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I have set up a serie of inservice session in January to share this information. I have been amazed at the ~~[illegible]~~ variety of opportunities that arise to discuss it and the number of situations that I have been →

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful , Not Useful

Specifics? I am continually impressed by the fact that teachers' lives can be so much better by ~~[illegible]~~ making small changes in their classrooms gatherings.

able to help a teacher with a problem using it

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

I really appreciated working with a group of teachers I didnt really know before — I felt the tone of the sessions was great →

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments I feel that I am ready to present the information to groups of teachers. I feel stronger as a teacher because of it.

relaxed, informal and non-threatening.
I gained new respect for fellow members
of my profession. I am proud of my
Union for being involved in the
project

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

District wide workshops [illegible] with the support of consultants really showed me that I was ready to present. I had been disseminating information informally long before that

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I feel the need to extend this to the next level — I [illegible] am looking forward to working with Stanford researchers to →

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I feel stronger professionally, I feel that the project is extremely important to the teaching profession

Continue reading & sharing new research information

O. Describe the ways in which your attitude toward educational research has changed. I no longer think of ~~it~~ rats running in a maze. I have realized that educational research is based on classroom observation

P. How has the research information affected your self-esteem as a teaching professional? I feel stronger. I am proud to be someone that is good at doing such a difficult job.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information? I have been viewed as a dissemenator of information for awhile —

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project? ~~I have been~~ I have used the research to try and change some policies

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe. I feel good about it — I've been in the AFT paper and on TV

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Leadership

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Class size, Effect of teacher training programs on teacher effectiveness

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

This has been an exciting and innovative project (really) I am looking forward to continuing — I am impressed by the variety of ways I am able to use it for I think it is real important teachers to get a hold on this information

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex F Race Caucasian

Degree levels BA+60 Years of experience 16

Grade/subject area presently teaching 4-5

Other grades/subjects taught 6, 3

Special titles or professional recognition

Which more generally represents your teaching style(s)?

____ A. Open class

____ B. Small group instruction

____ C. Individual instruction

[✓ D. Whole class instruction]

____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		X	
b. Rules, procedures and consequences	X		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	X		
b. Smoothness and momentum	X		
c. Group focus and accountability	X		
d. Avoiding satiation	X		
e. Valence and challenge arousal	X		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		X	
b. Instructional functions		X	
c. Pacing		X	
d. Student success rate		X	
e. Teacher questioning	X		
f. Turn-taking	X		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			X
a. Specificity			
b. Contingency			
c. Distribution			
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task			X
a. Allocated time			
b. Engaged time			
c. Academic learning time			

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teacher praise is not something I use to reach a goal, so it was not relevant to me. Time on task didn't seem to apply to an elementary setting - at least not to my setting.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Kunin	with-it-ness group focus turn taking
Evertson	Rules, procedures & Consequences

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   curious, student teacher

2. With how many teachers do you estimate that you have shared the research? 4

3. How did this "sharing" come about?

   X a. You approached them because you saw a need.

   ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ___ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

We discussed methods. It was conversational

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? One tried a new approach to rules and procedures, and it worked.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions			✓
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		✓	

H. How did this training differ from other inservicing you've had?

Content

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer			X

Comments____

____

____

J. What suggestions do you have for improving the TRL training process in this program?

Earlier meeting times when possible
Shorter meetings

K. When and under what circumstances did you actually begin to disseminate the research information?

Student teacher needed guidance in early stages of assignment - November
Neighboring teachers because I thought the information interesting - throughout the project

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.) We never had a formal dissemination sessions so it is difficult to answer this question.

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations			
3. On-site visits			
4. Presentations			

Everyone was always helpful and supportive.

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☐ No ☒

Why? Time, energy. The dissemination is not something I am comfortable with in a structured group setting. If it were less frequent I would consider it.

O. Describe the ways in which your attitude toward educational research has changed.

It is less "dry" - more pertinent. I often felt researchers never went into a real classroom but sat back and hypothesiz

P. How has the research information affected your self-esteem as a teaching professional?

I found out I did many of the things that "effective" teachers do. Certainly was an ego boost.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They respond as they always did because it usually is in a conversational manner.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N A.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

I don't feel rewards are necessary.

11

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Willingness to be group leaders - eagerness to share.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

The workshop hours were too late. There is only so much one can absorb in a given time. Maybe it could be run in sections - those people who are out early could start earlier.

V. What are additional areas of research in which you or your colleagues may be interested?

Motivational research. What kinds of things make students want to learn?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I enjoyed the materials and presentations once I got here. It was helpful to rethink my approaches. Much of the research stimulated me to try different approaches, especially in group focus and turn taking. It also helped to pinpoint ~~areas~~ problems that were ~~problems~~ bothering me, but I couldn't quite figure out what was going on.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) [✓ (30-40)] (40-50) (50-60) (60-)

Sex F Race OW

Degree levels Standard Elem. credential Years of experience 15½

Grade/subject area presently teaching 2nd

Other grades/subjects taught 3rd, 4th, 5th, 6th

Special titles or professional recognition

Which more generally represents your teaching style(s)?

____ A. Open class

____ B. Small group instruction

____ C. Individual instruction

____ D. Whole class instruction

____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing	✓		
d. Student success rate		✓	
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Evertson — Classroom Management - great

Kounin — Discipline + Group Management (very useful)

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson, Emmer Beginning of the Year Classroom Management	Classroom readiness and room arrangement Rules, procedures and consequences
Kounin's	with-it-ness concept.

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   my friends - 4th grade experienced teach
   LDG experienced teacher

2. With how many teachers do you estimate that you have shared the research? 4 n 5

3. How did this "sharing" come about?

   X a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   X h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I found that an informal conversation with friends over specific sessions of the TRL workshop was the best way for me to share the information,

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful [✓ Useful] Not Useful

Specifics? I had one friend look at the inform tion and say she really found it interesting - but she never told me if she tried any of the information out.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	X		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

Most inservice training came from an administrative directive. This TRL training came through a teacher-organization. I didn't feel that I had to attend because downtown said I had to - I →

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer			X

Comments I really enjoyed the sessions and reading the information, but I do not feel confident to be a performer of this information to my staff.

Wanted to come to the sessions.

J. What suggestions do you have for improving the TRL training process in this program?

I would like to see one of the TRL trainer's from Washington come out to my school and present some of the information because they were so good at getting me interested in →

K. When and under what circumstances did you actually begin to disseminate the research information? — Lunchroom. —

Afterschool — to friends — very informal —
I started talking about it right after the workshops started.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations	X		

All three people were terrific. I was especially impressed with Lovely vibrant way of discussing the information

M. What additional support, if any, would have been helpful?

?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

More meetings — more ways to pass out information. —

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? It is a way of learning new things about teaching. I need to keep up with new information to keep me from doing the same things over + over again.

O. Describe the ways in which your attitude toward educational research has changed.

I haven't kept up with too much educational research since college. This project is very good for me to become aware of what has been tried in different classrooms. News ways of dealing with old problems.

P. How has the research information affected your self-esteem as a teaching professional?

I got alot out of the project.
This project helped me self-evaluate my teaching. I know I need to improve in certain areas – (i.e. discipline – organization)
However, I felt this project was non-threatening.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I'm closer to some teachers more than others. I do think most teachers would come to an informal presentation about the project if food was served.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

I had a great picture of me that was published in the American teacher. It was great for my ego.

What kinds of rewards, if any, do you think TRLs should receive?

Self-improvement is reward enough.
If I could learn how to organize better I'd be happy.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

– time –
– interest in changing –

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Hard to say – once a month is necessary, but you'll never please everyone as to time + day.

V. What are additional areas of research in which you or your colleagues may be interested?

?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.) What feedback do you want to go to researchers.

I liked the project. I wish more teachers could be exposed to the information and the people who presented it. The Washington trainers were wonderful. I really enjoyed it. I always came to the sessions thinking of the time + feeling tired, but I left feeling so glad I

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex Female Race White

Degree levels B.A. Years of experience Twenty-six

Grade/subject area presently teaching 6th Grade Core Language Arts Social Studies

Other grades/subjects taught 8th Grade Science Reading Gifted and Regular

Special titles or professional recognition

Teacher Representative for 4 years San Francisco Human Rights Commission Youth and Education Committee

Which more generally represents your teaching style(s)?

____ A. Open class

(2) ✓ B. Small group instruction

(3) ✓ C. Individual instruction

(1) ✓ D. Whole class instruction with

____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			✓
a. Direct instruction			✓
b. Instructional functions			✓
c. Pacing			
d. Student success rate			✓
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise		✓	
a. Specificity		✓	
b. Contingency			✓
c. Distribution			✓
d. Credibility		✓	'
5. Berliner, Fisher, Stallings, et al. Time on Task	✓		
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Most Helpful

1. The Classroom Organization and Effective Teaching Project, Organizing and Managing the Elementary School Classroom
2. The checklists for classroom management Evertson, Emmer and al
3. Group focus and accountability – Kounin
4. Overdwelling – Kounin

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
1. The Classroom Organization and Effective Teaching Project	1. Organizing and managing the Elementary School Classroom
2. Evertson, Emmer Anderson Beginning of the Year Classroom management	2. Beginning of the Year Classroom management

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? 6

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

✓ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other I first shared other materials with teachers who needed them eg. ditto books etc.

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I would say that my particular style is to share materials with teachers when I'm at a school so sharing the research was an extension of this.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? I'm at a new school this year and am getting "several" projects off the ground. One teacher in particular keeps asking me when we are going to set up specified meetings each month to share the materials etc. She also attended the district workshop at which I gave a group presentation; she was in that group.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?
The "inservice" of this project extended over a two year period in which time I was involved in a process in which I feel I had time to self-evaluate myself and try out new ideas in several different ways.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer	✓		

Comments At this point in time I feel I would love to re-read some of the specifics of the research; but as far as being able to disseminate information on the total program and the specific research I worked on in my classroom I felt comfortable and confident.

J. What suggestions do you have for improving the TRL training process in this program? Possibly released-time would have helped. meeting at the end of the day from 4 to 6 was sometimes draining

K. When and under what circumstances did you actually begin to disseminate the research information? In the first year. I began to share on an informal basis some of the material I was receiving. It was usually during lunch or after school

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?
I can't think of any at this time.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?
I feel I would still need to meet from time to time with the other TRL's to see what was happening and to re-discuss some of the research.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I was not going to continue. but if it is in a less intensive degree than the last two years. I will. I would be willing to help with some of the training of the new TRL's. I see my continuation as an extension of my participation on

over

O. Describe the ways in which your attitude toward educational research has changed. I no longer see it as something "out there" but translated into teacher language I see it as helping me to make some changes, enhance my professional image and help me to evaluate myself and teaching style in a non-threatening way.

P. How has the research information affected your self-esteem as a teaching professional?

My professional self-esteem has gone way up!

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They seem to see me in the leadership role and feel comfortable with this.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project? I have always been involved in giving workshops for the Union but if I ever decided to make a career change I see this experience adding to the skills I would need in presenting myself as working as a trainer for peers.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

My own self-esteem has been enhanced. plus the stimulation of interacting with my peers has been rewarding as a professional person.

What kinds of rewards, if any, do you think TRLs should receive?

It would help if TRL's received a letter for their professional files of their involvement focusing on skills dealing with working with adults. Also

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? I think teachers should be able to speak to small groups of teachers, have some enthusiasm for teaching and have a desire to make some changes.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities? Again I think released time would have been helpful.

V. What are additional areas of research in which you or your colleagues may be interested?

I would like to see research on students' learning ability as based on grouping eg. "Gifted Students" grouped as opposed to regular grouping. Does grouping students by skills enhance their learning as opposed to heterogenous grouping.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

This project has been so good for me! It has been a validation of my positive skills, it has helped me to make changes to be a more effective teacher and the interaction with other teachers and the feeling that my personal input is important has helped me to deal with "teacher burnout" which creeps into my emotional life from time to time after 26 years of teaching.

Dear Friends - If I've forgotten to write down a remark or comment you've heard me make, please just add it if it's useful to the project.

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1981 - 1982

Thank you all so much!

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex F Race white

Degree levels M.A. + Years of experience 22

Grade/subject area presently teaching 9th Grade English / Re-Entry opportunity classes

Other grades/subjects taught Social Studies / Math

Special titles or professional recognition
English Dept. Chairman, 11 yrs, Junior High School

Which more generally represents your teaching style(s)?

✓ A. Open class

✓ B. Small group instruction

___ C. Individual instruction

✓ D. Whole class instruction

___ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency		✓	
c. Distribution		✓	
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

application of elementary [illegible] to high school

useful : Classroom readiness & room arrangement

Group Focus & accountability – brought additional clarity to process

Reaffirmed my sense of how [illegible] learning took place ← Direct Instruction

Teacher praise information

↳ food for thought

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Importance of Classroom readiness & room arrangement
Brophy	Implications of direct instruction research
Kounin	Group focus techniques with-it-ness

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   Experienced teachers interested in their teaching

2. With how many teachers do you estimate that you have shared the research? 50 + Portland seminars included + SF workshops

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other ______________________________

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

Informal discussions + Organized presentations. Our school inservice is about to begin

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] Useful Not Useful

Specifics? Gave power of research backing to current practices or possible new things to try

Basically good, practical material.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓+		

Sense of larger implications of the project

H. How did this training differ from other inservicing you've had?

Clear peer-to-peer sharing free from evaluation
Voluntary commitment to learning & using information.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments The two San Francisco after School workshops were an excellent bridging activity for local TRL's to work with the national AFT Staff.

The research material was dealt with over a long enough time to have a chance to sink in + review session in Sept.

J. What suggestions do you have for improving the TRL training process in this program?

I am not much for role-playing if working within a limited training session — and we didn't do much in San Francisco.

K. When and under what circumstances did you actually begin to disseminate the research information?

In the car pool with 3 other seasoned teachers
↳ with-it-ness
when I had to organize a new "one-room schoolhouse" classroom within a 2 day time frame

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

The three staff presenters were superb, with special [illegible] to Ms. Billups, who helped at Wilson to make the project come alive to our principal, my coteachers & others she met.

M. What additional support, if any, would have h

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Continued input of new "translated" research materials.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I feel the model of teachers working with their peers in a non-threatening environment to examine & improve their profession is true learning
mutual empowerment.

O. Describe the ways in which your attitude toward educational research has changed.

at least in the translated form in which we received it, the material was evocative in helping me examine the teaching process. In that way it seemed very relevant.

P. How has the research information affected your self-esteem as a teaching professional?

I had high self esteem before the project began.

I have appreciated being part of a project whose goal was the mutual empowerment of teachers.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I think I was seen in this role to some extent because of my work with Jean Houston. This project continued my involvement in working with research findings in a natural way.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

The opportunity to make a presentation in Portland & assist in San Francisco Meetings at Far West Labs & Stanford University

Pictures in AFT newspaper

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Importance of being able to bring the knowledge gained from this project to other areas in which I work - with Jean Houston district curriculum activities

What kinds of rewards, if any, do you think TRLs should receive?

Recognition from local/national AFT & chances to disseminate the material.

ability to commit time/energy to a long term process

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Interest in learning material related to the teaching profession

Flexible enough ego to be able to admit that one could change or improve

Interest in/sensitivity to sharing with others

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Must meet at least once a month

Must have time well organized & utilized for meeting time

V. What are additional areas of research in which you or your colleagues may be interested?

Whatever seems "hot" - leading edge research

Discipline
Decline of values, etc.

Whatever speaks to what are perceived as major problem areas in American schools

Recent brain/mind research - Focus on basic issues on how we learn

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I did not sense at the beginning of the project the widespread implications of it as a model for teacher empowerment & professional growth.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) [✓ (40-50)] (50-60) (60-)

Sex F Race OW

Degree levels BA. MA Administration Supervision Years of experience 12 yrs. group work 12 yrs. classroom & administration

Grade/subject area presently teaching 4/5/6 - general elem. gifted

Other grades/subjects taught Math, Science;

Special titles or professional recognition

Which more generally represents your teaching style(s)?

____ A. Open class
X B. Small group instruction
____ C. Individual instruction
X D. Whole class instruction
____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	X		
b. Rules, procedures and consequences	X		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	X		
b. Smoothness and momentum		X	
c. Group focus and accountability	X		
d. Avoiding satiation		X	
e. Valence and challenge arousal		X	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	X		
b. Instructional functions		X	
c. Pacing			X
d. Student success rate	X		
e. Teacher questioning			X
f. Turn-taking			X

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		X	
b. Contingency		X	
c. Distribution		X	
d. Credibility	X		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	X		
b. Engaged time	X		
c. Academic learning time	X		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Time on task revealed data of interest & concern to me and I've shared them with other teachers - Have seen some impact in classrooms as the contrast between (b) and (c) is startling.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Rules, Procedures, Consequences
Brophy	Direct Instruction
Kounin	Accountability

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
full faculty

2. With how many teachers do you estimate that you have shared the research? 10

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

✓ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other Asked individual teachers to try different concepts then shared w/others

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
Informal - I underscored or highlighted specific data that I felt might interest each teacher contacted.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

[✓ Very useful] [✓ Useful] Not Useful

Specifics? Classroom Mngmnt. Direct Instruction

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	time committment always a problem.		
4. Participating in problem-solving, discussion-oriented sessions to review the research		X	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	N/A		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		X	

H. How did this training differ from other inservicing you've had?

Similar in approach to teacher center concept - non-threatening - voluntary

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	X		
2. Role as trainer see below			

Comments My preparation as a trainer came from 24 yrs of doing adult training and curriculum organization. Training techniques provided by this project was basic approach and I felt a waste of time for me.

J. What suggestions do you have for improving the TRL training process in this program?

- Avoid so much autocratic lecture - permit some basic assumptions that people can move quickly through material and get into discussion & interaction. The project team tended to extend to our group their own time pressure factors rather than allowing a joint planning operation from the beginning.

K. When and under what circumstances did you actually begin to disseminate the research information?

Following each monthly meeting used highlighting method for teacher.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	more than necessary		
3. On-site visits		x	
4. Presentations - very good in District-wide workshops			

M. What additional support, if any, would have been helpful?

consistency of 1 project support staff - would have helped - dealing w, three sometimes seemed unnecessary. the shared skills of 3 can be disseminated by 1.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Additional Ed Research materials - contact with other sites to share materials, ideas, techniques.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Enjoyed receiving information I can use w, other teachers - enjoy working with teachers in K-12 in developing positive teaching implementation ideas

O. Describe the ways in which your attitude toward educational research has changed.

Having the information presented in a usefull format I did read it and use it.

P. How has the research information affected your self-esteem as a teaching professional?

Its given support to my ideas and opinions

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

with interest & cooperation.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

contacts with Dr. Gage, Dr. Shulman, and Stanford; possibilities for extension and growth of the project locally.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Added responsibilities w/ the local. I'm not sure this is a reward ☺ !!!

What kinds of rewards, if any, do you think TRLs should receive?

Lots of strokes & thanks for time well spent but hard to volunteer.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Persistence
Articulation Skills
Time Availability
Professional Security | Self-Esteem so can be Objective

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

-Possible Release Time. (Local/AFT keep pay if no release time in contracts) Use of sick leave day to provide larger block of time)
-OR use phone tree model.

V. What are additional areas of research in which you or your colleagues may be interested?

More information on teacher effectiveness and different teaching styles.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Many thanks -

APPENDIX E

NEWSCLIPS

Colloquium Report

AFT Takes Collaborative Approach to Research Dissemination

Teachers need to know about the vast amount of knowledge they have available to them and be able to articulate it. That is the philosophy of Marilyn Rauth, director of the Educational Issues Department of the American Federation of Teachers (AFT), and that is why she thinks teachers can benefit from learning about research on teaching. So sure is she of this that, with a grant from the National Institute of Education, she and AFT staff members Brenda Biles, Lovely Billups, and Susan Veitch have spent the last two years helping teachers to put research into practice. They recently spoke at the IRT about their work.

The group began, with the help of an advisory panel that included then IRT Associate Director Lee Shulman, by examining research on classroom management and effective teaching and writing 10-15 page summaries of research they thought teachers would find interesting. They concentrated on the work of such researchers as Carolyn Evertson, Edmund Emmer, Thomas Good, and IRT researchers Jere Brophy and Linda Anderson. The goal of these research "translations," as the AFT staff call them, was not to give teachers hard and fast directions for better teaching, but to provide information that would allow teachers to think of their own strategies for improvement.

Teachers In Control

Rauth and her staff developed a pilot research dissemination program in New York City, San Francisco, and Washington, D.C. They hope to use the program at additional sites next year. A total of 53 "Teacher-Research Linkers" were selected by their union-member peers in the three cities to participate in training sessions. "This is a union-based model" stressed Biles. "Teachers are in control of the process."

The research translations were mailed to the Teacher-Research Linkers prior to the training sessions. At the sessions, the linkers participated in hands-on activities and problem-solving discussions based on the research. They now serve as change agents and resource persons in their own schools.

The Teacher-Research Linkers tell their colleagues about the usefulness of research through one-on-one conversations, small-group discussions, workshops, and, in one of the Washington, D.C. schools, a group called "Research for Lunch Bunch."

Research Informs Practice

The teachers report that the results have included better managed classrooms, fewer discipline problems, and a greater sense of themselves as professionals and colleagues.

"Research gives teachers the opportunity to walk vicariously into someone else's classroom," said Veitch. It lets them know that they are not alone in having the problems they may have and lets them see what other teachers have done to combat those problems.

"Some of the teachers used research to validate their own practice," Veitch said. The research, in some cases, essentially gives teachers a pat on the back, letting them know that they have been doing the right things.

Another aspect of the AFT's Educational Research and Dissemination Project involves letting researchers know if their findings are useful to classroom teachers. In a sense, the teachers are testing the utility of research findings and suggestions in their classrooms, and are thus in a unique position to provide helpful feedback to researchers. Billups said that the AFT is working to build collaborative relationships between educational institutions and schools so that teachers and researchers can better communicate with and learn from each other.

The teachers involved in the project were excited and pleased to see that research could meet their needs for information about teaching.

"The information sells itself," said Biles. "Once teachers begin to use it, they like it and come back for more."

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AMERICAN TEACHER - November 1982

OFF THE SHELF AND INTO THE CLASSROOM

Using research to improve the art of teaching

By Daphne Siev White

The way some teachers see it, educational research — much of it couched in jargon — has not been particularly relevant to their day-to-day classroom experiences. And even though recent research has dealt more with what goes on in the classroom, results have often been transmitted to administrators and boards of education — but rarely to classroom teachers.

The AFT Educational Issues Department is seeking to change all that, however. With a grant from the National Institute of Education, the department staff has spent the past two years identifying research on classroom management and effective teaching, compiling the findings from this research in a form that is useful to teachers and training teachers in how to use these findings to improve their teaching.

More than 50 teachers in three pilot locals have been trained as "Teacher Research Linkers." These teachers have field-tested the findings in their own classrooms, evaluated their usefulness and compared their experience with those of other teachers in the project.

As a result of this work, the department's staff is putting together a 300-page manual that can be used by other teachers who want to use research findings to improve their own teaching. AFT staff working on the project, called the Educational Research and Dissemination Project, include Brenda Biles, Lovely Billups and Susan Veitch.

For the teachers involved in the pilot projects in New York City, Washington, D.C., and San Francisco, the results have been better-managed classrooms, fewer discipline problems and more time spent on actual instruction. Side benefits have included better morale, a sense of collegiality with other teachers willing to share new knowledge and a renewed pride in professional skills.

"Two years ago, I never would have thought education research had anything to offer," said Stu Lyons, a New York City teacher center specialist who now admits that he looks forward with excitement to the next training session.

In San Francisco, where high school teacher Rudi Faltus has held inservice programs, a new support group has emerged among teachers who now feel free to ask each other for advice and to observe each others' classrooms. "We didn't plan this, but teachers are suddenly working together on common problems," Faltus said. "That is really a help because teachers are usually very isolated in their classrooms." Now that she is involved in looking into research, she added, "I feel that I am getting a hold on my own profession."

In addition to running district-wide training sessions, teachers in the project have developed formal and informal ways of sharing the research with their colleagues in their own schools. Gale Wein, a special education teacher in New York City, has been sharing research in her building on a one-to-one basis: "When I hear teachers discussing a certain problem, I will suggest some ideas based on the research I have read," she said.

Some of the most useful research findings have concerned the setting up of classroom regulations, room arrangement, use of praise, maintenance of lesson continuity in the face of interruptions and keeping on top of all classroom activities at once.

Fielding Gentry, one of the D.C. teachers involved in the project, has started teaching classroom rules at the beginning of the year instead of just handing out a list of regulations and then constantly pointing out violations. "Since I now teach the rules and also the consequences for their violation, once the term gets under way I spend less time correcting undesirable behavior and more time teaching," Gentry said.

Gentry held an inservice program at Johnson Junior High School regarding the setting of classroom rules, and most of his colleagues adopted rules that were similar. "As the children go from class to class, they notice the same rules are being taught and enforced, so there is less chance for them to claim ignorance or to play one teacher off against another," said Linda Iverson, an English teacher at the school.

As a result of her training in San Francisco, Faltus has learned a new way of distributing praise: Rather than always reinforcing the good students or those who sit in front, she moves around the room and calls whoever is close to her at the time. In

New York, Wein has learned that praise is more effective when it is specific and genuine rather than constant and effusive.

AFT's educational issues department is now expanding the core group of trained teachers in the three pilot sites and hopes to spread the program to other cities next year.

"Educational research traditionally sits on the shelves of research institutions and libraries," said Marilyn Rauth, director of the AFT's Educational Issues Department. "We feel, however, that it is important for teachers to have access to all the knowledge that is available. To my knowledge, nothing like this training program exists in the field."

This program is different from others in that it uses the local union structure to spread research information. In addition to helping teachers, the project has created new relationships among the unions, teacher centers, colleges of education, federal research labs and school administrators at each of the sites. School principals have supported the program and provided time and space for training. Colleges have offered to involve the project teachers in graduate research seminars and in future translations of research of classroom use. The D.C. and New York teacher centers and the union leadership in all sites have played crucial roles, said the AFT's Rauth.

"It's not common for a union to try to do something like this," said Ann Lieberman, a professor at Columbia Teachers College and a member of the project's advisory board. "The union is in a unique position to help teachers improve their skills because it's been known for a long time that teachers learn best from other teachers." The AFT's project, she added, is "a powerful strategy" to improve teaching effectiveness.

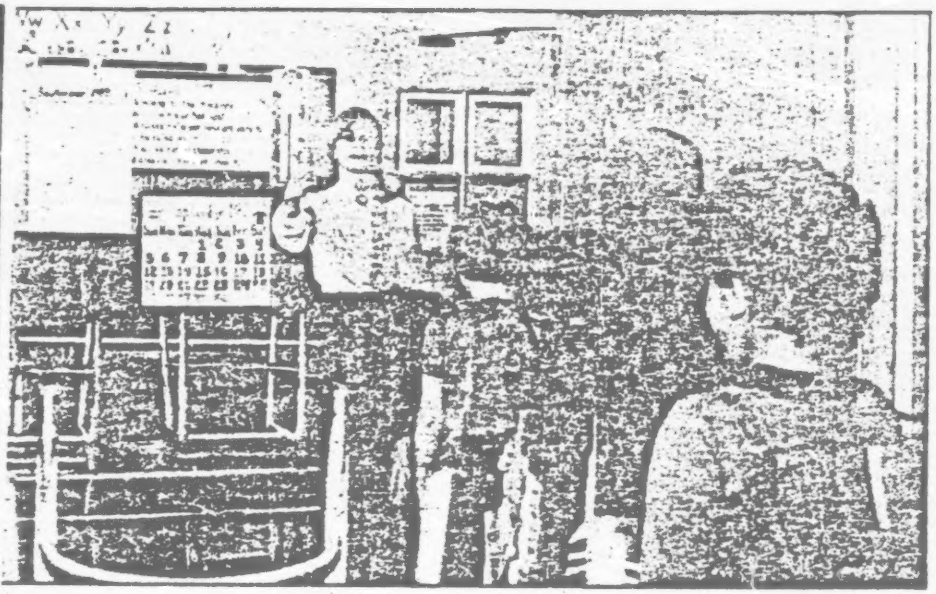
Training activities and a guide to implementing the program are being compiled in a resource manual that will be available in January to local unions. For more information, contact the AFT Educational Issues Department, 11 Dupont Circle, NW, Washington, DC 20036.

TIPS ON EFFECTIVE TEACHING

- Set and communicate specific goals and expectations for both behavioral and academic performance.
- Present the work or assignment to the students, demonstrate how it should be done, check to make sure they understand it and allow them enough time to practice the skill that they are learning. Keep a constant check on their progress.
- Allow time for all students to interact with the teacher by providing a variety of questions and opportunities for students to answer.
- Give feedback on student performance that is timely and specific.
- Provide students with a high frequency of successful learning experiences.

TIPS ON CLASSROOM MANAGEMENT

- Establish a limited number of rules governing general student behavior and be sure those rules are posted.
- Teach classroom rules and procedures as specifically as academic content, providing practice and feedback.
- Arrange the room to provide easy traffic flow, reduce congestion and distraction and allow for easy monitoring.
- Stop misbehavior promptly and fairly before it escalates, without interrupting the flow in instructional activities.

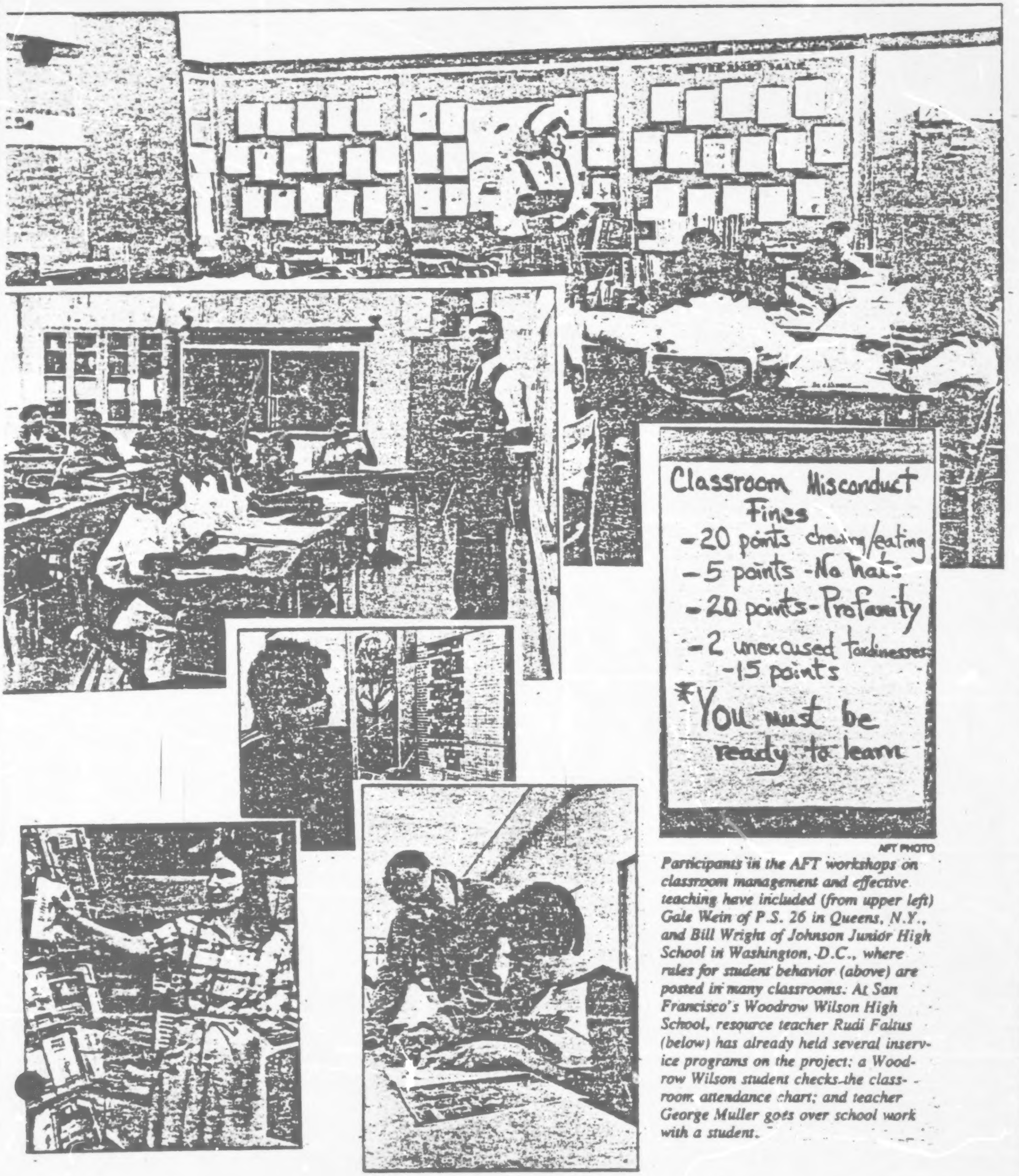


Mm Nn Oo Pp Qq Rr Ss

Translating research findings into classroom practice: Betty Rothenberger (at top) of San Francisco's Woodrow Wilson High School makes sure that class materials are easily on hand; in the city's Lafayette Elementary School, teacher June Jobin has arranged her classroom to allow easy monitoring of students' progress (above and above right); and Lafayette teacher Sandy Berger (far right) encourages substantial interaction (right) between herself and students.

PHOTOS BY KAREN PREUSS

PHOTO BY IMAGES UNLIMITED



Classroom Misconduct Fines
-20 points chewing/eating
-5 points -No hats
-20 points-Profanity
-2 unexcused tardinesses
-15 points
*You must be ready to learn

AFT PHOTO

Participants in the AFT workshops on classroom management and effective teaching have included (from upper left) Gale Wein of P.S. 26 in Queens, N.Y., and Bill Wright of Johnson Junior High School in Washington, D.C., where rules for student behavior (above) are posted in many classrooms. At San Francisco's Woodrow Wilson High School, resource teacher Rudi Faltus (below) has already held several inservice programs on the project; a Woodrow Wilson student checks the classroom attendance chart; and teacher George Muller goes over school work with a student.

UFT BULLETIN/NEW YORK TEACHER - October 18, 1981

Researchers, Teachers Collaborate

Susan Veitch (right) of the AFT's Educational Research and Dissemination Program, speaks to UFTers who volunteered to participate in the program's pilot project, which, in New York City, is taking place under the auspices of the NYC Teacher Centers Consortium. According to Consortium Director Myrna Cooper, the program's goal is "to build a collaborative relationship between classroom teachers and the research community." The program hopes to disseminate to teachers the latest research on classroom management and effective teaching and to obtain feedback from teachers as to whether or not the research is borne out by the actual experiences in applying the research. The teachers pictured here have all worked closely with the Consortium, most as instructors of Consortium courses, and are seen here training to be facilitators for the program. The AFT program is funded by a grant from the National Institute of Education.

UFT BULLETIN/NEW YORK TEACHER - December 6, 1981

Classroom Management Training

Stewart Lyons, left, teacher-specialist at the JHS 167, Manhattan teacher center site, asks a question during a training session conducted by Susan Veitch (at right) of the AFT's Educational Research and Dissemination Project. The teachers pictured have received special training to conduct three-session workshops on "Classroom Management Techniques" which are being held at UFT Borough Offices throughout the city. Some of these workshops are still open. The AFT program, which is being conducted in cooperation with the UFT and the NYC Teacher Centers Consortium, is designed to bring the latest educational research findings to teachers in a practical form and to bring back to researchers teachers' reactions to findings they have used in their classrooms.

UFT BULLETIN/NEW YORK TEACHER - December 20, 1981

Course in Classroom Management

Elliot Weitz (left), teacher-specialist at the PS 36, Manhattan teacher center site; Gale Wein-Ofir (center) of PS 26, Queens and Candy Cook of PS 130, Brooklyn (right), are seen here conducting one of the sessions of a course on "Classroom Management Techniques" held at UFT borough offices. The course was co-sponsored by the NYC Teacher Centers Consortium and the AFT's Educational Research and Dissemination Project. The class pictured was one of those held at the union's Manhattan Borough Office. Weitz, Cook and Wein-Ofir, along with several other UFTers, received special training from the AFT before conducting the three-session course for their fellow teachers. The AFT program is designed to bring the latest educational research findings to teachers in a practical form and to bring back to researchers teachers' reactions to findings they have used in their classroom.

UFT BULLETIN/NEW YORK TEACHER - October 17, 1982

Classroom Management Tips Provided at Conference

Susan Veitch of the AFT's Educational Research and Dissemination Program is seen here working with high school teachers. The AFT program seeks to bring practical research findings to teachers.

Over lunch, conference participants avidly discuss what they've heard. According to Cooper, this conference was one of the best attended, meeting with one of the most enthusiastic responses of the many held at union headquarters by the Consortium.

UFT BULLETIN/NEW YORK TEACHER - October 17, 1982

"Classroom management" invariably comes out high — if not tops — among the priorities teachers express in response to the needs assessments the NYC Teacher Centers Consortium has periodically distributed in its efforts to ascertain the areas in which teachers feel they need additional information, support and assistance. The topic has consistently ranked equally high on the list throughout the country.

It's no wonder, then, that an all-day Conference on Classroom Management and Teacher Effectiveness held at UFT headquarters, co-sponsored by the UFT, the Consortium and the American Federation of Teachers, turned out, according to Consortium Director Myrna Cooper, to be "our most successful conference ever in terms of turnout, response, and interest expressed in continuing to participate in more efforts of this kind."

The conference's goals fit in with those of the Classroom Management Research Project the AFT has been actively involved with. These goals are to narrow the gap that has historically existed between educational research and classroom practice.

Marilyn Rauth, director of the AFT's Educational Issues Department, noted, "Researchers exchange most of their information with each other, and research which is made accessible to teacher users is neither of a length or of a language viewed as practical by classroom teachers."

Rauth pointed out that research results can often seem contradictory, and frequently are only distributed to a state or local education agency — not to teachers themselves, except occasionally as the inspiration of a new mandated rule coming down from above.

"The AFT believes," says Rauth, "that educational research generates a good deal of technical knowledge about classrooms and the science of teaching."

"The studies we looked into at the conference," emphasizes Cooper, "were all studies done in classrooms taught by teachers with a reputation for being highly effective classroom managers."

Fred McDonald of Fordham University was the keynote speaker, addressing the issue of "Teacher Effectiveness — A Research Perspective."

Workshops were conducted by Consortium teacher-specialists, UFTers who have been active in the project as "research-linkers," and representatives of the AFT's "Educational Research and Dissemination Program."

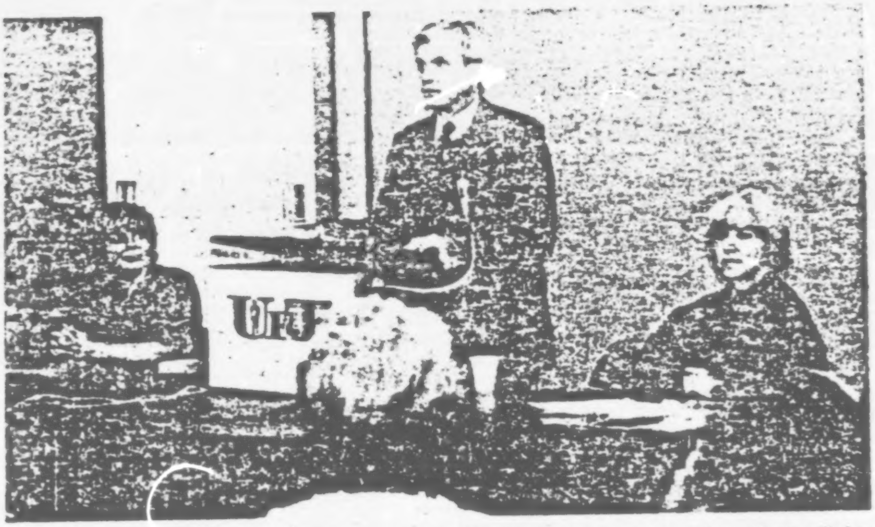
Among the topics covered were "Discipline and Group Management in the Classroom: Setting Expectations, Establishing Routines and Enforcing Rules"; "Study of Group Dynamics in the Classroom: techniques to better understand your students as individuals and as group members resulting in more effective use of praise," and "The Relationship of Time on Task and Direct Instruction to Student Achievement."

Conference participants also looked into "Investigating Instructional Strategies that Better Classroom Managers Employ," attended a feedback session which included individual conferences, and examined "Network Procedures," or ways teachers can stay in touch with one another.

Coordinators of the conference were teacher-specialists Claire Cohen, Elliot Weitz and Aminda Wrenn.

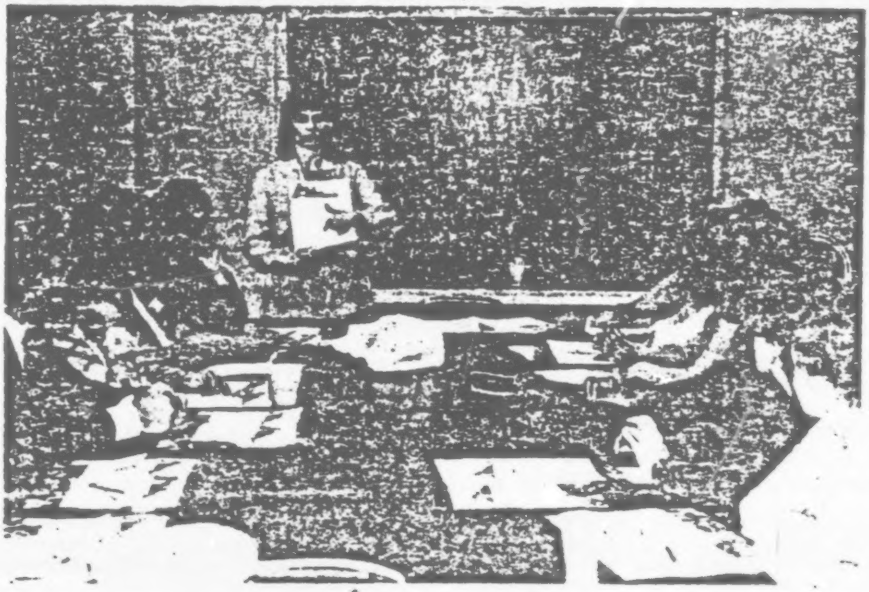
In addition to the all-day conference held on Saturday, Oct. 2, a mini-conference was held at UFT headquarters on Monday, Oct. 4, at which the conference's findings were summarized for Saturday Sabbath observers and others who had been unable to attend the all-day session.

UFT BULLETIN/NEW YORK TEACHER - October 17, 1982



Fred McDonald of Fordham University (center) was the keynote speaker at an all-day conference on "Classroom Management and Teacher Effectiveness," held at UFT headquarters recently and co-sponsored by the UFT, the American Federation of Teachers and the NYC Teacher Centers Consortium. Seen here listening, as McDonald pinpoints definitions of "teacher effectiveness" are, at left, Marilyn Rauth, director of the AFT's Educational Issues Department, and, at right, Consortium Director Myrna Cooper.

Teacher-specialist Aminda Wrenn conducts a workshop on classroom management for elementary school teachers. The conference informed teachers of many of the latest research findings in the field. Studies cited were conducted in classrooms taught by teachers considered "very effective" by their peers.



OUTREACH - Spring 1982
Produced by the D.C. Teacher Center

AFT/WTU Education Research and Dissemination Project Thrives in D.C.

by Lovely Billups

The American Federation of Teachers (AFT), The Washington Teachers Union (WTU), and the District of Columbia Teacher Center have joined forces in a unique collaborative effort on the behalf of improved educational services to teachers.

The AFT Educational Research and Dissemination Project (ER&D) selected Washington, D.C. Local 6 as one of three national sites participating in the NIE funded program, designed to directly connect teachers with the world of educational research. Other sites are United Federation of Teachers in New York City and San Francisco Federation of Teachers in San Francisco.

Dr. Jimmie Jackson, Teacher Center Director and WTU General Vice President has been appointed local coordinator for the project by Mr. William Simons, President of WTU. The training sessions, in the areas of research on Classroom Management and Teaching Effectiveness are presented on Saturdays at the D.C. Teacher Center.

The ER&D Project is indeed unique in that it represents the first time that a teacher's union will serve as the conduit between educational researchers and practicing teachers. The project is designed to promote a non-threatening, non-evaluative atmosphere through which teachers may work with and react to findings and eventually provide feedback to researchers.

The AFT Project was designed by Marilyn Rauth, Educational Issues Director, and is operating under the the leadership of Brenda Biles, Lovely Billups and Susan Veitch, AFT Staffers.

Washington, D.C. teachers who have been selected as Teacher Research Linkers (TRLs) are: Percell Thomas (T.C. staff), Chris Phillips, Elyane Martin, Rose Freeman, Shirley Ritter, Dee Smith, Frances Robinson, Doris Nelson, Deborah Nesmith, Esther Hankerson, Russell Harris, Fielding Gentry, Jean Smith, Brenda Valentine, Linda Satterwaite, Dorothy Johnson, Vivial Grimes, Sarah Banks, and Willa Faulkner.

These teachers will serve as trainers and workshop leaders for other staff members. Already, some TRLs have distinguished themselves through their involvement in the project. Deborah Nesmith has been presenting research information to teachers at Douglass J.H.S. during her staff development sessions. Fielding Gentry of Johnson J.H.S. has also begun to share his expertise with teachers at the University of D.C., and Frances Robinson of Brookland School was selected to participate as reader/evaluator at a 3-day research conference on Ecological Prospectives on Successful Schooling Practices at the Junior High School Level.

It is apparent that the ER&D project is thriving in the D.C. site and will serve as model for school districts all over the United States in demonstrating that the teacher federation is interested in educational issues and can provide invaluable professional services to its members; that the Teacher Center continues to provide base from which educational services can be successfully delivered to teachers' and that teachers are capable of reading, translating, critiquing and incorporating research findings into their classroom practice.

THE WASHINGTON TEACHER - November 1982

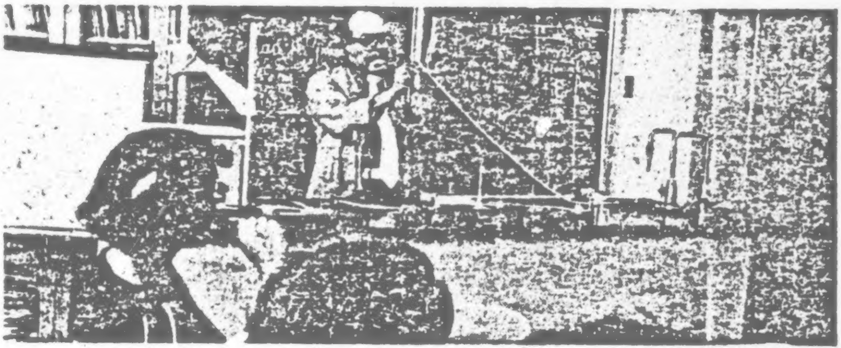
Union's Ed. Research Project Expands

Teachers at Johnson Jr. High School were the first to be a part of the expanded Education Research and Dissemination Project which is being conducted by members of the Washington Teachers' Union in conjunction with staffers of the Education Issues Department of the American Federation of Teachers.

Under the AFT's ER & D program, funded by a grant from the National Institute of Education, 16 members of WTU, called Teacher Research Linkers (TRLs), have spent over a year reviewing identified educational research theories and their practical application in the classroom. Now that the training phase of the project has been completed the dissemination phase will take place this year. The TRL's role now is to help teachers apply educational research findings in the classroom to improve the teaching effectiveness and sharpen their classroom management skills.

Fielding Gentry, a science teacher and WTU building representative at Johnson, along with Susan Veitch, assistant director of the ER & D staff, conducted the first in a series of workshops to be brought to D.C. Public School teachers.

The entire Johnson staff, including administrators, spent one-half day in a workshop thats theme was "Research Gives Power to the Teacher." The presenters stressed the point that since there is knowledge available about teaching effectiveness then it is reasonable for those who teach to have access to that information.



WTU PHOTO

Fielding Gentry of Johnson Jr. High puts ER & D project theories into practice during instruction on proper use of lab equipment.

The workshop activities began with an overview of the "beginning of the year" research conducted by Julie Stanford and Carolyn Evertson of the University of Texas at low socio-economic junior high schools.

After the formal presentation of the research was given, teachers were divided into subject area groups, and given several activities to perform that provided hands-on experience in applying the techniques. Each teacher completed a "room arrangement design" using the criteria outlined by successful teacher-managers. Teachers were also asked to complete a "classroom rules and procedures checklist" for actual use in the classes.

The emphasis of the workshop was on the application of the research to classroom use. Each teacher was given copies of the research summaries for further study. Also, the presenters were available for consultation after the workshop to provide additional support and data to teachers who requested it.

All workshop participants received certificates of merit from the AFT's ER & D project at the end of the session.

The ER & D project has been well received at Johnson. After the workshop Bessie Wells, assistant principal stated, "I have not had to make a comment about the arrangement of classrooms since the teachers were exposed to research regarding the effects of seating arrangement." Wells stated that all of the teachers were very receptive to research findings as evidenced by the practical application of the findings in virtually every classroom. Aaron Butler, an eighth grade science teacher, stated, "The whole approach is good because it gives teachers ideas about management and some helpful hints on maintaining order in the classroom.

THE WASHINGTON TEACHER - December/January 1983

WTU Research Pros Hold City-wide Seminar

By Lovely Billups

Washington Teachers' Union members who serve as Teacher Research Linkers in the AFT Educational Research and Dissemination Program held their first city-wide seminar on research-based strategies for efficient classroom practices at the D.C. Teacher Center on November 12 at Goding Elementary School. More than 50 teachers from schools throughout the District, including as large contingency from Goding Elementary School and their building principal, Barbara Smith, attended the sessions and shared strategies proposed by the most relevant research findings on effective classroom management.

Teachers heard about findings from the works of some prominent educational researchers, including Carolyn Evertson of the University of Texas at Austin; Linda Anderson of the Institute for Research on Teaching at Michigan State University; and Jacob Kounin, author of a large body of research on Teacher Behaviors for Effective Group Management.

The presenters, labeled TRLs (Teacher Research Linkers), are all Washington Teachers Union officers and members who have been involved in a two-year training program during which they reviewed the research concepts at training sessions, implemented the strategies in their own classrooms and practiced techniques to develop them as trainers and disseminators of the research with other teachers.

TRLs workshop presenters included:

Dolores "Dee" Smith (Goding)
Linda Satterthwaite (H.D. Cooke)
"Establishing Rules, Procedures and Consequences"

Doris Nelson (Bunker Hill)
Brenda Valentine (Kimball)
"With-it-ness, Overlapping, Smoothness and Momentum"

Willa Faulkner (Garnett Patterson)
Rosa Freeman (Garnett Patterson)
"Group Focus and A-ccountability"

TRLs who presented the research were congratulated by their colleagues who said they found the information to be practical and useful. Sessions were videotaped so that the workshops presenters could review their sessions and critically evaluate their performances with an eye to making improvements.

AFT staffers—Lovely Billups, Brenda Biles and Susan Veitch—have been responsible for implementation of the project. AFT's Educational Issues Director Marilyn Rauth also served as director of the project.

Lovely Billups, who represented project director, Marilyn Rauth, in the opening session commented that the cooperation between the union, the teacher center and the schools was very significant to the success of the project and that AFT was entirely committed providing services to its members in the area of issues related to their everyday professional practice. This project is a prime example.

WTU president, Bill Simons, opened the general session which preceded the workshops by congratulating the AFT and the WTU for their support of educational issues as a union concern. He also stated that he was delighted that Washington D.C. had been selected from among many locals to participate in the pilot project.

The next classroom practice seminar is already in demand and will be scheduled for Spring 1983.

News Briefs

ON SATURDAY, DECEMBER 11, 1982, A CONFERENCE FOR HIGH SCHOOL TEACHERS WILL TAKE PLACE AT THE UFT, 260 PARK AVENUE SOUTH (BETWEEN 20th AND 21st STREETS) BETWEEN THE HOURS OF 9:30 A.M. AND 2:30 P.M. THE TITLE OF THE CONFERENCE IS "TEACHING THE HIGH SCHOOL STUDENT OF THE 80's," AND SIX WORKSHOPS ARE BEING PLANNED IN ACCORDANCE WITH THAT TOPIC.

THE CONFERENCE WILL OPEN WITH A KEYNOTE SPEECH BY DR. RICHARD HERSH, A U.S. CONGRESSIONAL FELLOW OF THE OFFICE OF TECHNOLOGY ASSESSMENT. FORMERLY A HIGH SCHOOL TEACHER AND STAFF DEVELOPER, DR. HERSH WAS A DEAN OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF OREGON AND AUTHOR OF A NUMBER OF BOOKS, INCLUDING PROMOTING MORAL GROWTH: FROM PIAGET TO KOHLBERG AND THE NATURE OF EFFECTIVE TEACHING. HE WILL DISCUSS HOW THE HIGH SCHOOLS ARE MEETING THE DEMANDS OF THE NEW WORLD OF TECHNOLOGY.

TEACHERS ATTENDING THE CONFERENCE WILL BE ABLE TO CHOOSE TWO WORKSHOPS FROM AMONG THE FOLLOWING: THE ART OF QUESTIONING, CRITICAL THINKING, THE ART OF TEACHER - STUDENT COMMUNICATION, CLASSROOM MANAGEMENT, ADOLESCENT PSYCHOLOGY AND TEACHING AND LEARNING STYLES

THE WORKSHOP LEADERS WHO HAVE BEEN SELECTED ARE EXPERTS IN THEIR SUBJECT MATTERS, AND WE EXPECT THE PRESENTATIONS TO BE STIMULATING AND THOUGHT-PROVOKING.

THE CONFERENCE WILL PROVIDE TEACHERS WITH AN OPPORTUNITY TO MEET WITH COLLEAGUES TO DISCUSS ISSUES RELEVANT TO HIGH SCHOOL TEACHING.

A REGISTRATION FORM FOR THE CONFERENCE IS PROVIDED AT THE BOTTOM OF THIS NEWSLETTER. WE HOPE YOU WILL BE ABLE TO ATTEND.

Focusing On...CLASSROOM MANAGEMENT

IT IS EXPECTED, THAT THE RESULTS OF MEDICAL RESEARCH WILL REACH THE PHYSICIAN PRACTITIONER. IS IT NOT EQUALLY REASONABLE THEN, TO EXPECT THE RESULTS OF EDUCATIONAL RESEARCH TO REACH THE CLASSROOM TEACHER, WHO IS IN THAT INSTANCE THE PRACTITIONER?

YET, HISTORICALLY, THERE HAS BEEN LITTLE COMMUNICATION BETWEEN EDUCATIONAL RESEARCHERS AND CLASSROOM TEACHERS. RESEARCHERS TALK TO EACH OTHER. THE INFORMATION REACHING TEACHERS FROM BOARDS OF EDUCATION AND BUILDING ADMINISTRATORS USUALLY ARRIVE AS "MANDATES". AS THE PROFESSIONALS IN THE CLASSROOM, WE ARE MORE AWARE THAN MOST OF THE CONTRADICTORY NATURE OF SOME EDUCATIONAL RESEARCH AND WE MAINTAIN A HEALTHY SKEPTICISM. RESULTING FROM ALL THIS IS A CHASM SEPARATING EDUCATIONAL RESEARCHERS AND CLASSROOM TEACHERS.

THE A.F.T., BELIEVING THAT EDUCATIONAL RESEARCH DOES INDEED GENERATE A GOOD DEAL OF TECHNICAL KNOWLEDGE ABOUT CLASSROOMS AND THE SCIENCE OF TEACHING, SET OUT TO BRIDGE THE CHASM. BASED ON THE EXPRESSED INTERESTS OF TEACHERS ACROSS THE NATION, CLASSROOM MANAGEMENT WAS CHOSEN AS THE FOCUS OF THE PROGRAM. THE A.F.T.'S EDUCATIONAL RESEARCH & DISSEMINATION PROJECT HAS IDENTIFIED STUDIES WHICH CAN BE USEFUL TO TEACHERS AND WHICH ARE IN AREAS UNDER TEACHER CONTROL. THE RESEARCH FINDINGS ARE BASED ON REAL CLASSROOM SITUATIONS AND THEY DESCRIBE WHAT TEACHERS ARE DOING. THEY ARE OBJECTIVE, NOT SPECULATIVE.

THE RESEARCH, HAS BEEN PUT INTO FORM AND LANGUAGE THAT IS UNDERSTANDABLE AND USABLE BY TEACHERS. A SAMPLE OF THE FINDINGS FOLLOWS:

> THERE ARE STRIKING DIFFERENCES IN MANAGEMENT TECHNIQUES BETWEEN MORE OR LESS EFFECTIVE TEACHERS. EFFECTIVE TEACHERS ARE DEFINED AS THOSE WHOSE STUDENTS SPENT MORE TIME ON TASK.
>
> THE GREATEST DIFFERENCES BETWEEN THE MORE AND LESS EFFECTIVE TEACHERS WERE IN THE AREAS OF CLASSROOM RULES AND PROCEDURES, MONITORING OF STUDENTS AND DELIVERY OF CONSEQUENCES. THE MORE EFFECTIVE TEACHERS WERE DISTINGUISHED BY HOW CLEARLY THEY ARTICULATED THEIR RULES AND PROCEDURES INTO A WORKABLE SYSTEM AND HOW EFFECTIVELY THEY TAUGHT THEM TO THE STUDENTS.
>
> JACOB KOUNIN SOUGHT TO FIND OUT WHICH TECHNIQUES WERE MOST EFFECTIVE IN CORRECTING STUDENT MISBEHAVIOR. HE CALLED THESE "DESIST TECHNIQUES". WHAT HE FOUND WAS THAT THE PARTICULAR STRATEGY OR TECHNIQUE WAS FAR LESS INFLUENTIAL THAN OTHER ASPECTS OF CLASSROOM MANAGEMENT IN MAINTAINING AN ORDERLY CLASSROOM.
>
> KOUNIN THEN WENT ON TO ATTEMPT TO IDENTIFY THOSE TEACHER BEHAVIORS THAT DID IN FACT REDUCE DEVIANT ACTIVITY AMONG STUDENTS. ONE OF THE MOST IMPORTANT FACTORS IS THAT THE STUDENT PERCEIVES THAT THE TEACHER IS AWARE OF EVERYTHING GOING ON IN THE CLASSROOM. KNOWING WHAT IS HAPPENING IS NOT ENOUGH; THE STUDENTS, ACCORDING TO KOUNIN, MUST KNOW THAT WE KNOW. THIS KNOWLEDGE IS COMMUNICATED TO STUDENTS BY THE TEACHER'S OVERT BEHAVIOR.

TEACHER RESEARCH LINKERS (TRL) HAVE BEEN TRAINED IN THE RESEARCH AND METHODS OF PRESENTATION. THE TRL'S ARE CLASSROOM TEACHERS WHO WORK IN A COLLIGIAL ATMOSPHERE WITH THEIR FELLOW TEACHERS. WORKSHOPS HAVE BEEN OFFERED IN SCHOOLS AND AT A CITYWIDE CONFERENCE. THE EMPHASIS IS ON SHARING INFORMATION ON CLASSROOM MANAGEMENT, AS A TOOL TO BE USED BY, NOT IMPOSED UPON CLASSROOM TEACHERS. WE CAN USE THE RESEARCH AS VALIDATION FOR OUR CURRENT CLASSROOM PRACTICES OR AS A GUIDE TO SUGGEST MORE EFFECTIVE WAYS TO GET JOB OF TEACHING DONE.

KNOWLEDGE IS POWER AND IF TEACHERS ARE AWARE OF USEFUL RESEARCH AND ITS IMPLICATIONS, THEY CAN MORE EFFECTIVELY HAVE CONTROL OVER DAILY CLASSROOM OUTCOMES.

ANYONE WANTING INFORMATION ABOUT RESEARCH STUDIES CAN CALL THE HIGH SCHOOL UNIT OF TEACHER CENTERS AT 787-6670.

Return to:
New York City Teacher Centers Consortium
260 Park Ave. South
New York, N.Y. 10010

ATTENTION: H.S. Conference/Dec. 11, 1982
Please Note: Registration is limited

Name______________________________

Address______________________________

____________________ Zip__________

Home Phone______________________________

School______________________________

School Phone______________________________

Indicate in the space your first three choices of workshops in order of preference

1. ____________________
2. ____________________
3. ____________________

Please make check for $7.00 registration fee payable to TEACHER RESOURCES AND ACTIVITIES. Lunch included.

Teacher to Teacher

WE, IN SPECIAL EDUCATION, ARE AWARE OF MIXED ATTITUDES AND CONFLICTING OPINIONS ABOUT THE VALUE OF SPECIAL EDUCATION TO THE TOTAL SCHOOL ENVIRONMENT. ON THE OTHER HAND, SPECIAL EDUCATION CAN POSE A THREAT TO MAINSTREAM TEACHERS IN THAT STUDENTS WITH SPECIAL PROBLEMS MAY BE PROGRAMMED INTO THEIR CLASSES. MANY MAY FEEL THIS IS AN UNJUSTIFIABLE BURDEN TO THEIR ALREADY OVERWHELMING CLASS SIZE. ON THE OTHER HAND, WE MUST ANALYZE THE ALTERNATIVE SITUATION. WERE THESE CHILDREN NOT IDENTIFIED AND PLACED IN SPECIAL CLASSES, THEY WOULD BE PLACED IN MAINSTREAM CLASSES, MUCH TO THE DISTRESS OF THE TEACHER.

WHICH, THEN, IS THE VIABLE ALTERNATIVE? TO PROVIDE SERVICES FOR STUDENTS WITH SPECIAL NEEDS OR TO NEGLECT THIS RESPONSIBILITY AND PROGRAM STUDENTS FOR FAILURE IN AN ENVIRONMENT WHERE THEY CANNOT POSSIBLY SUCCEED AND, IN ADDITION, DISRUPT CLASSES AND CAUSE ADDITIONAL PROBLEMS FOR MAINSTRAIN TEACHERS AND STUDENTS. TO US, IN SPECIAL ED, THERE IS NO ALTERNATIVE. HANDICAPPED STUDENTS ARE ENTITLED TO AN EDUCATION. SPECIAL ED CLASSES SUPPLEMENTED BY A SENSITIVE, APPROPRIATE MAINSTREAM POLICY WHICH THREATENS NEITHER CHILD NOR TEACHER IS ESSENTIAL. COOPERATION FROM MAINSTREAM TEACHERS IS A MUST, IN ORDER FOR STUDENTS TO ACHIEVE TO THEIR GREATEST POTENTIAL. EACH CHILD IS AN INDIVIDUAL, WE MUST TAKE CARE NOT TO DENY ANY CHILD THE RIGHT TO SUCCEED, REGARDLESS OF DISABILITY. NO PREFERENTIAL TREATMENT IS DEMANDED. WHAT IS REQUESTED IS SENSITIVITY AND UNDERSTANDING. WE, AS EDUCATORS, ARE OBLIGED TO INSURE THE BEST TO ALL STUDENTS. IF WE CAN DO THAT, WE HAVE FULFILLED OUR OBLIGATIONS TO ALL OUR YOUTH.

PAT O'ROURKE
TEACHER, SPECIAL EDUCATION
SPRINGFIELD GARDENS HIGH SCHOOL

FYI

DECEMBER 10, 1982

CULTURAL ISSUES SEMINAR: "THE READING LICENSE & THE ENGLISH TEACHER: CO-OPERATION OR CONFLICT." HOSTED BY THE ENGLISH LANGUAGE ARTS COMMITTEE
260 PARK AVENUE SOUTH 2nd FL.
4-7 P.M. WINE & CHEESE.

JANUARY 22, 1982

BASIC SKILLS IN SOCIAL STUDIES., "TOOLS FOR THE '80's", HOSTED BY ASSOCIATION OF TEACHERS OF SOCIAL STUDIES/UNITED FEDERATION OF TEACHERS AT THE NEW YORK HILTON.

FEBRUARY 1, 1982 DEADLINE

STIPENDS FOR 4-6 WEEKS SUMMER SEMINARS IN THE HUMANITIES TO BE HELD AT VARIOUS U.S. LOCATIONS. APPLICATIONS AVAILABLE FROM DIVISION OF FELLOWSHIPS, N.E.H. 806 15 St., N.W., WASHINGTON, D.C. 20506.

FEBRUARY 15, 1982 DEADLINE

FELLOWSHIPS FOR HIGH SCHOOL TEACHERS OF ENGLISH, FOREIGN LANGUAGE & HISTORY FOR INDEPENDENT STUDY. WRITE: INDEPENDENT STUDY IN THE HUMANITIES BOX 2915 PRINCETON, NEW JERSEY 08541.

PROGRESS REPORT

SEPTEMBER 15 - DECEMBER 31, 1982

PROGRESS REPORT ON FINAL QUARTER ACTIVITIES - 1982

The project period from October 1 to December 31 was devoted to assisting sites in wide-scale dissemination efforts and facilitating collaborative relationships between institutions of higher education and the local project sites.

Wide-Scale Dissemination

At this point, most TRLs felt comfortable with the research information and were ready to disseminate it. System-wide "Teacher Practice Seminars" were offered at each site and were well received by more than 300 participants.

One such seminar was presented in a two-part series at the San Francisco site, the first being on October 19. The participants were divided into three groups. One group was formed exclusively for secondary school teachers, while the other two groups were comprised of elementary school teachers. Three of the San Francisco TRLs each "paired-up" with members of the AFT project team to present the following research concepts:

Establishing rules, procedures and consequences
With-it-ness and overlapping
Smoothness and momentum
Group focus and accountability

Program participants responded on workshop evaluation forms (see Field Log, October 19) with an over-all rating of "most useful" for the research information they received. They further indicated they would be interested in knowing about other research-based strategies for effective classroom practice. The next research session was presented on November 16. Topics presented included:

Direct Instruction/Interactive Teaching
Teacher Questioning
Providing Feedback to Students
Time on Task

One of the segments of the October 19 seminar was videotaped and has been incorporated into an AFT-sponsored nationwide cable TV series - "Inside Our Schools."

Research-related materials were distributed to seminar participants. Significant among them was a one-page summary of Kounin's Group Management Behaviors. TRLs and teachers responded quite favorably to this short summary (although we recognize that it does not substitute as a preparation piece for training trainers). Subsequent to this workshop we distributed this summary at other workshops in which Kounin's work was being discussed. (see copy, October 19 Field Log).

On November 12, TRLs in Washington, D.C. presented their first system-wide Teacher Practice Seminar. The research topics were identical to those presented in San Francisco. This group also divided into three sections, but it was the presenters who rotated from section to section. In this case, six TRLs formed three groups of two. Each group was assisted by a member of the AFT project team. Session leaders planned and executed different presentation formats. Most of the TRLs prepared teacher-made charts and other materials to supplement their presentations. Session leaders employed a range of presentation strategies which ranged from lecture to high group involvement. What was most important was the fact that the research concepts were accurately presented regardless of the presenter's style.

Presentations were video-taped in order that the TRLs could observe and critique the presentations at a later date. This turned out to be a very valuable experience in developing the role of effective disseminators. Equally as important to the TRLs was the positive feedback they received from their peers on the high quality of both the research information and the presentation styles.

New York City's all day "City-Wide Conference on Classroom Management and Teacher Effectiveness" was held on Saturday, October 2. More than 150 participants paid $5.00 each to the Teacher Center to cover the cost of materials and a hot buffet luncheon. The conference was over-subscribed, and a follow-up conference was held on the following Monday to accommodate the "overflow." With minor exceptions, the information presented was gleaned from ER&D materials, including Evertson, et al.'s research on Beginning of the Year Classroom Management, Direct Instruction and Time on Task. Again, workshop participants would like to meet on a regular basis in a "study circle" format. Also noteworthy was the participation of a group of special education teachers who reported that the experience was beneficial to them.

Building Level Dissemination

This was not the first experience at wide-scale ER & D dissemination for the New York City TRLs (although that was the case in both Washington, D.C. and San Francisco). Consequently, New York was able to pursue building level dissemination at a rather rapid pace. Several TRLs had shared research in their buildings before Thanksgiving. Presentations were given in formal settings (e.g., grade level conferences) and informal settings, (e.g., "The Research for Lunch Bunch"). The study circle idea had begun to take hold as other TRLs planned sessions for their buildings.

In Washington, D.C., most TRLs seemed to derive the impetus to share research at their building levels from their experiences in planning and implementing their system-wide workshop. Only two D.C. TRLs had held training sessions at their schools prior to the district-wide session. On the morning of the system-wide workshop, three TRLs presented research to their school faculties. (This was a general staff development day.) Three others conducted research sessions in their schools in the weeks following the seminar. Still more TRLs have arranged schedules with their building principals and will be presenting in the early months of 1983. One TRL has already organized five research sharing sessions, including a presentation to a regional group of science teachers.

In San Francisco, building level dissemination has moved at a slower pace. TRLs have done project awareness sessions at their schools and have been sharing research information with individuals, but so far, only one school has scheduled research sharing sessions. This is a high school in which two TRLs have developed an all-day staff development model during which the same research sessions will be presented for four periods in one day (giving teachers the opportunity to attend during prep periods). A series of four weekly sessions have been arranged.

Collaboration

We encouraged local site coordinators to continue their dialogues with institutions of higher education in order to continue the flow of research information to the sites. In San Francisco, two more meetings were held with Nate Gage of Stanford. The addition of Project Advisory Member Lee Shulman to the Stanford faculty had been an added advantage in our collaboration talks.

These recent conferences at Stanford have been more directly focused on the role that the local site coordinator will play in effecting the collaborative relationship. The Local Site Coordinator has agreed to seek funding to help defray the costs of using the part-time services of a Stanford graduate student to identify and translate new research information for the local. Further plans are in the making to offer a one-year training program in educational research to a San Francisco TRL. In the event that the TRL could obtain a sabbatical leave from teaching, Stanford would assume the tuition costs. San Francisco TRLs have also received an open invitation from Dr. Gage to sit in on his "Psychological Research on Teaching" classes which begin in January. Additionally, the San Francisco site will be able to enjoy the benefits of its proximity to Far West Laboratory from which much local assistance has already been realized, through Advisory Board member Betty Ward.

In New York, several avenues of approach were investigated in the interest of transition and institutionalization of the project. Another meeting was held with Dr. Arnold Webb, Dean of the School of Education, City College of New York. This meeting was called to raise issues of "turf" and "flexibility in selecting research." Decisions in this matter are left to the local, therefore further dialogue will continue between the college and the local.

The Local Site Coordinator in New York has been working with representatives from Columbia Teachers College, Fordham University and Queens College, along with the school administration, to put together a funding proposal to support the continuation of the process. Funds would be used for higher education faculty time and stipends for trainees in the program. Responsibility for continuing the process would rest with the union, the teacher center, the college and the school district. Some approaches that are being considered include targeting by school district and training a TRL in each school, and offering a course for credit through the teacher center, "Recent and Relevant Research for Teachers."

The collaboration process in Washington, D.C. is also directed along the lines of course presentations. The Local Site Coordinator has been in communication with several college deans through the D.C. Metropolitan College of Education Deans' organization "Metro Council." She has submitted a proposal whereby a course titled "Teaching Research to Classroom Teachers" would be offered at the teacher center for graduate credit. The course would be taught by a consortium of teachers (TRLs) trained in the ER & D program. Also, the local site coordinator has received verbal commitments from two universities to aid in program continuation by serving as providers of new research, readers of research, interpreters of new research and evaluators of submitted research.

Developing New TRLs

Seven new TRLs have been identified in San Francisco. Two project orientation sessions have already taken place. Plans are in the making for the experienced TRLs to conduct research training sessions for the new recruits. TRLs will select the areas of research with which they are most comfortable and rotate training sessions on a three-to-four-week basis.

In New York City, TRLs on the teacher center staff are using the evaluations from the October 2 city-wide conference to identify teachers who indicated that they were interested in pursuing research. These people will be contacted and a process will be initiated to see if they would be interested in becoming TRLs.

No plans for developing new TRLs have as yet been articulated in Washington, D.C. However, some teachers in schools where our TRLs are located have expressed an interest in becoming involved in the program. The local will pursue these avenues in the near future.

AFT's Commitment to the ER & D Process

As the NIE funding period terminated, the question arose at each site as to the degree to which AFT would continue its involvement in this dissemination effort. Two of the original three ER & D project staff members have been assigned permanent employment with the Educational Issues Department of AFT. At least one of these staff members will be responsible for maintaining the network of pilot sites and developing replication of the project in other locals. One plan under consideration provides for the AFT to run a one-week training session this summer for local site coordinators from a number of local unions throughout the country interested in implementing the research dissemination model developed through this project.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

D.C. TEACHER CENTER
SITE OR LOCATION

OCT. 5, 1982
DATE

3:30 pm
TIME

PURPOSE OF VISITATION

TRL TRAINING SESSION

PERSONS CONTACTED

PRESENTERS - Brenda Biles, Lovely Billups
PARTICIPANTS - Fielding Gentry, Esther Hankerson, Frances Robinson, Dee Smith, Jean Smith, Linda Satterthwaite, Willa Faulkner, Rosa Freeman

FIELD ACTIVITIES

See Agenda, attached.

INTERACTIONS - COMMENTS - FOLLOW-UP

Items on the agenda were pretty much covered, although not always in that order. Certain scheduling arrangements were made:

a) Next TRL training session - Saturday, Nov. 6th - 9:00 am - 1:00 pm at the AFT office library

b) District-Wide ER&D Workshop - ½ day Friday, November 12th - at D.C. Teacher Center

The TRL session was scheduled at the AFT office because the Teacher Center Bldg. (Goding Elementary School) will not be available every weekend for sessions as was previously the custom. The district-wide workshop will be held on a district-wide staff development day. During the first half of the day, teachers will be committed to "record-keeping" sessions within their buildings. Plans for use of the second half of the day by school principals are not known at this time. Therefore, we are not sure who will be available to attend our session and may have to opt for representatives to be sent from each school. TRLs suggested CBC coordinators and building

(OVER)

reps. These are possibilities, although we would be most satisfied, if we could make it available to anyone who would like to come. We briefly discussed the plan with Jimmie (who had suggested the date). She agrees with plan and will make contacts with central administration. I have since written to Jimmie, giving her a rough outline of the plans and have set a planning meeting with the Workshp Committee - Esther Hankerson, Percell Thomas, Dee Smith, Frances Robinson. We plan to use a good portion of the November 6th session to finalize plans for the district-wide workshop.

During the rest of the session we discussed some more reactions to research implementations and especially emphasized the dissemination aspect of the project. We told TRLs that we hoped to bring in at least two additional pieces of research, but we were most interested in using the rest of the project time to get into their buildings and helped them with their research - sharing efforts.

Dee said that two teachers in her building noticed her room arrangement and asked her to help them with theirs. Frances Robinson said that she has been given a most difficult class and that the information which helped her to arrange her room was very helpful. Also, she posted and taught her rules this year, for the first time. She constantly reinforces them with class pointing to the rule. She sees tremendous improvement over other years.

Fielding reported on the process followed in delivering the classroom management workshop by himself and Susan Veitch at his school, September 3rd. He said it was well-received. Teachers liked information and are using it, especially in establishing and posting rules. We all agreed that more needs to be done to help teachers with developing consequences for students who disobey the rules.

Willa Faulkner and Rosa Freeman said that their principal was ready and willing for them to disseminate some of the research info, but that their own busy schedules for beginning the year had hampered their doing anything yet. (Willa is recovering from an injury.) Dee Smith said that her principal was ready to put her on the faculty meeting agenda. She has her theme for a presentation, "Let's get physical," and will, with our help, plan her presentation for the near future on "Classroom Environment" which is the theme this year in her school. Frances Robinson is still having a great deal of difficulty with her principal. She says she will have to disseminate through someone else. She has encouraged the building rep to set up a bulletin board on which she will post some of our materials. Frances would also like to write an article on the project from her perspective for the WTU newsletter. She will share the draft with us. We will also advertise the November 12th workshop through the WTU newsletter (Yvonne Newell), once we get clearance from Jimmie.

Jean Smith said that it was difficult to begin dissemination in her building because the principalship is not settled. The acting principal will leave as soon as a replacement is appointed. This acting principal wants her to "hand-out" ER&D materials. She refuses because she feels the information merits a more "dignified" presentation.

For the rest of the session, we divided into two groups. Brenda took the TRLs who missed the summer session and began a review of the ER&D manual. (See log) I went over the elements of a new piece of research "Teacher Transitions Can Disrupt Time Flow in Classrooms." The D.C. TRLs had requested that we share with them an original piece of research that had not been summarized by us. They enjoyed looking at the components of the research and expressed appreciation for the job we've done with our studies.

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AGENDA

TRL - TRAINING SESSION - WASHINGTON D.C.

Staff - Lovely and Brenda

3:30 - Welcome, Coffee, Announcements - Distribution of materials

Project Dissemination

a) Remarks from Fielding Gentry, re: his school's experience with the ER&D development session

b) System-wide Dissemination - An ER&D Expo

1) Form a committee

c) Bldg. level dissemination
Personal calendars

Training Session

a) Set dates

4:30 - Working Groups

Group A - (Brenda)

People who missed summer session review manual, etc. with Brenda - also tips to presenters

Group B - (Lovely)

People who attended summer session

a) Ask questions re: research or process (Tips to presenters)
b) Scan new piece of research on Transitions (original form)

5:30 - Whole Group - Brainstorm adversarial situations for presenters

6:00 - Adjourn

PUBLIC:

This memorandum was sent to one of our TRLs who requested leave to attend a professional conference in Maryland. She says that it is one she attends each year to get samples and ideas of new materials and approaches and that she shares them with staff.

We learned last spring that the D.C. principals took some sessions on Academic Learning Time from the Time on Task research. This letter helps to make the point that research knolwedge and info has been inappropriately filtered down to teachers. In fact, this is a classic example of abuse of research findings!

L.H.B.

OFFICE OF THE PRINCIPAL

Memorandum to:

From:

Subject: Administrative Leave

It is my duty as principal of Francis Junior High to point out to you that we are in session with the children for 184 days this school year. That figures out to be approximately one-half of a calendar year. We have the children for six hours per day. Out of that time at least 45 minutes are spent at lunch and twenty-eight minutes are lost in transition from class to class. Every minute is precious Academic Learning Time lost. Every day a teacher is absent from school is a day almost totally lost to the students assigned to you.

Therefore, in view of the above, I am denying your request for administrative leave.

Please be advised that you have ten days leave allocated to you per year and of that ten, three days are designated as general leave which can be used for the purpose you have requested.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

BRENDA BILES
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

OCT. 5, 1982
DATE

5:30 - 6:00 PM
TIME

PURPOSE OF VISITATION

One session of the DC TRL training session - to go over the manual and review the adult ed, classroom management and teaching effectiveness research with the TRLs who missed the summer training sessions.

PERSONS CONTACTED

Willa Faulkner
Rosa Freeman

FIELD ACTIVITIES

Since we were running behind time and I only had ½ hour, we only got through the program process section of the manual as a review.

INTERACTIONS - COMMENTS - FOLLOW-UP

We reviewed the materials in the program process section of the manual. I emphasized those materials which directly related to their role as TRL and how to disseminate research to teachers in their building. I talked some about handling situations in which teachers may describe their classroom practices and it's obvious there is some disagreement within the group as to their effectiveness. Talked about contingency planning. Gave them copies of the adversarial scenarios to look at and think about.

Rosa indicated several times that they (she and Willa) would be making arrangements soon to do a presentation to their faculty. We discussed planning content and our (staff- ER&D) role in assisting them. Assured her we would help put together a "catchy" agenda for her teachers like we did with Fielding and that we would provide nice materials for participants.

Willa seemed a little reticent and indicated she needed to review the materials in the manual to get a handle on the research concepts. (She's been away for awhile.)

(OVER)

We need to follow up with Rosa so she doesn't lose any steam and continues with her plans.

RESEARCH FEEDBACK:

Rosa tried a new and exciting seating arrangement the first day of school which involved arranging the students' desks in a semi-circular pattern with her desk in the center. She said she received a lot of positive feedback from teachers in her building. Willa confirmed that. However, the arrangement did not work well with the students. They talked more and socialized more. She had a difficult time controlling the students. So she rearranged the desks into a traditional whole class with rows format. She now finds it easier to control the students. We talked about the "newness" of the arrangement and its effects on students, particularly at the beginning of the year. I suggested that she might be able to change the room back again later in the year, if she wants to, once she's established her classroom management system and control in the traditional, expected room environment. She'd also have a clearer understanding of her students and their behavior patterns.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

D.C. SITE AFT LIBRARY
SITE OR LOCATION

NOV. 6TH, 1982
DATE

TIME

PURPOSE OF VISITATION

TRAINING SESSION

PERSONS CONTACTED

Dee Smith, Willa Faulkner, Esther Hankerson, Rosa Freeman, Brenda Valentine, Frances Robinson, Linda Satterthwaite, Fielding Gentry, Doris Nelson, Elyane Martin

FIELD ACTIVITIES

TRL TRAINING SESSION

INTERACTIONS - COMMENTS - FOLLOW-UP

Meeting agenda as follows:

AGENDA FOR NOV. 6TH SESSION WITH D.C. TRLs AT THE AFT LIBRARY 9:00 am - 1:00 pm

9:00 - Coffee
9:15 - ER&D Items:
  a) TRLs Dissemination plans at individual building levels
  b) Review research implementation experiences in classrooms
  c) schedule next training session
10:15 - District-wide workshop - Nov. 12th
  a) Select presenters
  b) Involvement of other TRLs - (registration, distribution of materials, refreshments, etc.)
  c) Possible attendance figures
  d) Additional publicity
11:30 - Planning Period for Workshop Presenters*

*(Those who are not presenting will join planning groups for practice.)

(OVER)

TRLs offered the following dates for sharing research in their buildings-

Linda S. - Nov. 18th and Jan. 20th
Doris N. - Will arrange a Dec. date
Esther H. - Will arrange a Dec. date
Dee S. - Nov. 19th (will do a follow-up of Nov. 12th workshop)
Willa F. -
Rosa F. - } Nov. 12th a.m. Will present research material during CBC segment of school staff development schedule

AFT President Al Shanker happened to be in the AFT offices during the session period. He spent some time with the group, during which TRLs shared with him the ways in which research findings had influenced their classroom practice. Some teachers said that the research had affirmed that some of the things they have been doing as experienced teachers was correct. This, they said, made them feel good. Others told how adjustments in their room arrangements or their classroom rules had resulted in better management of the student body. Al suggested some research-based information that he had read regarding parent involvement in classroom discipline procedures. He said he would send copies to our office.

In selecting a date for the next training session, the TRLs suggested using one of their professional Leave Days for an all-day session on December 3rd. I will follow-up with a letter of reminder to each of them and will also inform Jimmie Jackson of the plan.

District-wide Workshop, Nov. 12th. The following people volunteered and were accepted as workshop presenters. TRLs will work together in pairs, assisted by members of the AFT ER&D team.

Dee Smith & Linda Satterthwaite - Sue Veitch
(back up person) - Frances Robinson
Doris Nelson & Brenda Valentine - Brenda Biles
(back up person) - Esther Hankerson
Willa Faulkner & Rosa Freeman - Lovely Billups
(back up person)- Fielding Gentry

Elyane Martin will be in charge of setting up refreshments. Each TRL will bring something to accompany the coffee and tea which will be provided by the ER&D project. Dee Smith will make punch. Brenda Valentine will bring cups and napkins.

Session Agenda -
1:00-1:30 - General session (Goding Auditorium)
speakers - Jimmie Jackson - T.C. involvement in ER&D process
Bill Simons - WTU involvement in ER&D process
Marilyn Rauth - Description of Project & AFT involvement
(Lovely Billups, alternate)
1:30-3:00 - Workshop sessions
A - Establishing Rules, Procedures and Consequences
B - With-it-ness, Overlapping, Smoothness and Momentum
C - Group Focus and Accountability

Session presenters will rotate from room to room at each ½ hour interval. Actual presentations will last 25 minutes, allowing for a 5 minute break-transition time for presenters to move.

Evaluation forms will be distributed at 3:00 pm after which participants are free to participate in social hour during which refreshments will be served.

Fielding, Willa and Rosa will be sharing research info in their schools during the morning of Nov. 12th. The AFT ER&D team will meet with them during the week to aid in their planning and presentation and to provide any materials they need.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

D.C. SITE - JOHNSON J.H.S.
SITE OR LOCATION

NOVEMBER 9, 1982
DATE

2:00 - 3:30 PM
TIME

PURPOSE OF VISITATION

ASSIST TRL FIELDING GENTRY WITH PLANS FOR STAFF-DEVELOPMENT SESSION - NOVEMBER 12th, 1982 8:45-12:00 NOON

PERSONS CONTACTED

Fielding Gentry

FIELD ACTIVITIES

Develop plans - Classroom Management Workshop

INTERACTIONS - COMMENTS - FOLLOW-UP

I met with Fielding and we developed plans for the session as outlined on the attached Format Sheets.

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(OVER)

Keeping on the
Right Track!

AGENDA
JOHNSON JR. HIGH
CLASSROOM MANAGEMENT WORKSHOP

NOVEMBER 12, 1982
Auditorium

Fielding Gentry, Teacher Research Linker
Lovely Billups & Brenda Biles, AFT Staff

9:00 - 9:30	Management simulation & role-playing Discussion
9:30 - 10:00	Review of research shared on September 3, 1982
10:00 - 10:15	Whole group activity - "Linking Management Strategies for Kounin, Evertson, et. al."
10:15 - 10:30	Overview of Jacob Kounin's Group Management Strategies: With-it-ness/Overlapping Smoothness/Momentum Group Focus & Accountability
10:30 - 10:45	BREAK and movement to small groups
10:45 - 11:30	Small group activity
11:30 - 12:00	Return to auditorium for wrap-up, sharing and evaluation

SCV

FORMAT FOR CLASSROOM MANAGEMENT WORKSHOP

JOHNSON J.H.S. - NOV. 12TH, 1982
8:45 A.M. - 12:00 NOON

PRESENTER - FIELDING GENTRY
ASSISTED BY AFT STAFF MEMBERS:
LOVELY BILLUPS
BRENDA BILES

NOTE - Fielding has requested and received the following materials for this workshop -

Kounin's research summary - 15 copies
Kounin's Effective Classroom Management Behavior Summary - 70 copies
Role Playing Activity - Classroom Management/Kounin Research - 30 copies
Kounin's Activity on Smoothness & Momentum - 30 copies
Kounin's Activity on Group Focus and Accountability - 30 copies
Activity for Linking Management Strategies for Kounin, Evertson, et al - 70 copies

WORKSHOP AGENDA

(70 PARTICIPANTS)

Auditorium

9:00-9:30 a.m. - Presentation of a simulated classroom situation, using actual students who enter a classroom and are ignored by the teacher who is busy with an administrative task. The students will act out misconduct, -

loud noise level, inability to find a seat, insecurity about what to do next, rowdiness which involves pushing and shoving, etc. Teacher will attempt to call class to order. (Fielding will select and coach students who will participate).

Discussion of situation will be held after the role-playing. Students will be asked how they felt about the situation and what they felt the teacher should have done to avoid the confussion.

9:30-10:00 a.m. - Review of BYCM research which was presented at last staff development session by Sue and Fielding. Most of this time will be spent developing the "consequences" portion of rule-setting. e.g. consistent, enforceable, and hierarchal.

10:00-10:15 a.m. - Transition -
Activity for whole group
"Linking Management Strategies for Kounin, Evertson, et al.

10:15-10:30 a.m. - Overview of Kounin Group Management Strategies (Lovely and/or Brenda)
With-it-ness - Overlapping, Smoothness, Momentum, Group Focus and Accountability

10:30-10:45 a.m. - Coffee Break and Group movement to 3 classrooms

10:45-11:30 a.m. - Small group activities (3 groups)

a) Role playing - Kounin Classroom Management
(With-it-ness, Overlapping)

b) Smoothness and Momentum Activity - Kounin

c) Group Focus and Accountability - Kounin

(Fielding, Lovely, Brenda - take one group each)

11:30-12:00 noon - Wrap-up - Sharing and Evaluation
(Auditorium)

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

GARNETT-PATTERSON J.H.S.
WASHINGTON, D.C.
SITE OR LOCATION

11/10/82
DATE

2:00-4:00 p.m.
TIME

PURPOSE OF VISITATION

PLANNING - STAFF DEVELOPMENT SESSION
A.M. NOVEMBER 12TH, 1982
AT GARNETT-PATTERSON

PERSONS CONTACTED

Rosa Freeman	TRL
Willa Faulkner	TRL

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

I took materials requested by Rosa and Willa for their workshop, including the Complete Role Playing Activity Set for Kounin's Research, The One-Page Kounin Summary Sheet and Tips To ER&D Presenters. I promised to send the Checklist for Teacher Behaviors for Group Focus and Accountability. (They will also use this for their presentation at the District-wide workshop at the Teacher Center, Nov. 12th p.m.).

We planned their morning session which will last from 10 a.m. to 11 a.m. They will focus on Kounin's findings, giving a general over-view of his concepts. The rest of the period will be devoted to activities centering around Overlapping (The Role-Playing Situation with the teacher managing a reading group and being interupted by the L.D. child, etc.). The rest of the period will be devoted to two simulated classroom situations dealing with Group Focus and the use of props to increase student accountability during a lesson presentation.

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LOVE-4

FORMAT FOR RESEARCH PRESENTATION
AT D.C. - DISTRICT-WIDE WORKSHOP

CLASSROOM PRACTICE SEMINAR

NOV. 12TH, 1982 - 1:00-3:30 P.M.
D.C. TEACHER CENTER

PRESENTERS - ROSA FREEMAN
WILLA FAULKNER
FIELDING GENTRY - (ALTERNATE)
LOVELY BILLUPS - (AFT TEAM PRESENTER)

I. 2 min. The first few minutes will be used by Lovely to present a brief summary of the research findings on Group Focus and Accountability (Kounin).

II. 12 min. Next, Rosa will direct a whole group activity simulating a mathematics lesson in the classroom (addition computation). One person will be directed to work the problem at the chalkboard while the rest of the class works the problem at their seats. Each participant will be supplied with three "answer" cards, only one of which has the answer to the problem. Upon completion of their computation, each participant will be asked to hold up the answer they feel is correct while the student at the board reveals his/her answer. The teacher has instructed that all eyes face front, to avoid copying. The teacher monitors the class to be sure that students comply with the rule. Each student can then compare his answer with the one at the board and agree or disagree with the answer. (The teacher may choose to give some of the brighter students three cards, none of which is the correct answer, so that they are challenged. This is good practice for tests which provide multiple choice and answers to questions and include category "None of these" as the correct answer.) The teacher can scan the classroom to see who has computed correctly or incorrectly.

Discussion will follow as to the implications of this research-based strategy for individual student involvement in the group process. Discussion will be led by two previously selected "observers" who have recorded the teacher class behaviors and reactions on a "Checklist for Group Focus and Accountability".

III. 12 min. Following this activity, Willa will direct a language arts assignment activity involving the formation of declarative or interrogative sentences. Each participant will receive 7 cards, four with words, You Are Here Now, and three with punctuation marks, (period, question mark, comma). One third of the group will be instructed to form a declarative sentence beginning with "Now", another a declarative sentence beginning with "You" and the third group will be asked to form an interrogative beginning with any word they choose. In each case, students are required to use the appropriate punctuation mark(s) (some may find a way to use the comma).

In essence, the teacher has to give very clear directions since the class has three different assignments. Also, the teacher must monitor the room by circulating among the class so that she can see how the sentences are formed and can offer assistance to those who may need it. The entire group will have the "Checklist for Group Focus and Accountability". The ensuing discussion will involve participants reactions to the strategies and to the teacher behaviors.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

NOVMEBER 12, 1982
DATE

1:00 - 3:30 p.m.
TIME

PURPOSE OF VISITATION

ER&D DISTRICT-WIDE CLASSROOM PRACTICE SEMINAR

Attached:
- Announcement flyers for publicity
- Copies of program & handouts
- Presentation format Group Focus & Accountability

PERSONS CONTACTED Present - Biles, Billups, Veitch

54 teachers present
TRL Presenters: Dee Smith, Linda Satterthwaite, Rosa Freeman, Willa Faulkner, Brenda Valentine, Doris Nelson

FIELD ACTIVITIES Research Presentations

Rules, Consequences and Classroom Procedures Group Focus and Accountability
With-it-ness, Overlapping, Smoothness, Momentum

INTERACTIONS - COMMENTS - FOLLOW-UP

The program format pretty much followed the planned agenda. A sizeable portion of the 54 teachers who attended the seminar were from Goding Elementary School. The principal of that school was also in attendance.

Research Topics and those who presented them included:

I. Dee Smith - Linda Satterthwaite and AFT team member Susan Veitch
"Establishing Rules, Procedures and Consequences"

II. Doris Nelson and Brenda Valentine and AFT team member Brenda Biles
"With-it-ness, Overlapping, Smoothness, Momentum"

III. Willa Faulkner and Rosa Freeman and AFT team member Lovely Billups
"Group Focus and Accountability" (sample attached)

The "pairing up" to make the presentations with an AFT advisor for each group was by consensus of the planning committee which also determined that the "presenters" should rotate from group to group for each session inorder to save time and not have participants wander off to smoke etc. This worked well.

This group of TRL presenters were very conscientious in preparing charts and other visuals to enhance their presentations. Each set of presenters were video-taped for purposes of evaluating their presentation styles at a future date.

It was evident that they had given thought and time to what they wanted to do and were for the most part successful. Thus each said they were very nervous. The feedback from their peers was very positive -- a great turn-on for the TRLs who are raring to go again.

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A CLASSROOM PRACTICE SEMINAR

Sharing Information That Stands-up

NOV. 12, 1982
D.C. TEACHER CENTER
Goding Elementary School
Washington, D.C.

RESEARCH GIVES POWER TO THE TEACHER!
The AFT Educational Research and Dissemination Program
AFT
WTU

SPONSORED BY:

THE D.C. TEACHER CENTER
THE WASHINGTON TEACHERS' UNION
THE AMERICAN FEDERATION OF TEACHERS

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

D.C. SITE

LOCAL SITE COORDINATOR - JIMMIE JACKSON
D.C. TEACHER CENTER DIRECTOR
VICE PRESIDENT - W.T.U.

TEACHER RESEARCH LINKERS

WILLA M. FAULKNER
ROSA B. FREEMAN
FIELDING L. GENTRY
RUSSELL M. HARRIS
ESTHER S. HANKERSON
ELYANE MARTIN
DORIS K. NELSON
DEBORAH J. NESMITH
SHIRLEY F. RITTER
FRANCES P. ROBINSON
LINDA A. SATTERTHWAITE
JEAN C. SMITH
DOLORES "DEE" SMITH
PERCELL H. THOMAS
BRENDA VALENTINE

AFT - ER&D STAFF

MARILYN RAUTH - DIRECTOR OF EDUCATIONAL ISSUES DEPT.
BRENDA BILES
LOVELY BILLUPS
SUSAN VEITCH

Introduction

Historically, there has been a gap between educational research and practicing teachers. This gap, however, has been successfully bridged in an NIE-funded pilot program in which teachers and researchers have successfully combined their efforts via the teacher union structure to utilize research information in the classroom; a process long overdue.

Materials presented in this session are from educational research findings on effective classroom management strategies. The emphasis is on classroom techniques used by more effective teachers which tend to prevent disruption in the classroom and help to create an environment in which learning can take place.

Fourteen teachers in D.C. have been implementing research-based strategies and proving them to be useful. These Teacher Research Linkers are now willing and able to share this information with fellow teachers. We are grateful to the Teacher Center and to school administrators for their support in facilitating this process.

RESEARCH INFORMATION "STANDS-UP" AND GIVES POWER TO THE TEACHER!

CLASSROOM PRACTICE SEMINAR

PROGRAM

1:00 PM - 1:30 PM	GENERAL SESSION GODING SCHOOL AUDITORIUM
1:30 PM - 3:00 PM	TRAINING SESSIONS TEACHER CENTER CLASSROOMS

- ESTABLISHING RULES, PROCEDURES AND CONSEQUENCES
- WITH-IT-NESS, OVERLAPPING, SMOOTHNESS AND MOMENTUM
- GROUP FOCUS AND ACCOUNTABILITY

3:00 PM - 3:30 PM	REFRESHMENTS AND SOCIAL HOUR

ADJOURN

Establishing Classroom Rules, Procedures & Consequences

BEGINNING OF THE YEAR ELEMENTARY CLASSROOM ORGANIZATION STUDY

CLASSROOM ORGANIZATION AND EFFECTIVE TEACHING PROJECT
RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
UNIVERSITY OF TEXAS, AUSTIN

The work done by Evertson, Emmer, et al. was chosen by the AFT Educational Research and Dissemination Program staff because its results reflected the findings of most of other research done in the area over the last 15 years. In addition, the results suggest practical applications for classroom use. The study was designed to determine what teachers do at the beginning of school to establish effective classroom environments and how they maintain those environments throughout the year.

The study was conducted in 27 self-contained elementary classes in 8 Title I or near Title I schools in a large, urban district. Teachers involved ranged from first-year to 30 years of experience. Each class was observed 8-9 times, over the first 3 weeks, and approximately every 3 weeks thereafter.

Observers were trained in narrative recording relating to organization and management, materials, activities, and teacher-pupil contacts. Student-task engagement was rated every 15 minutes during each 2-hour observation. Component ratings, time logs, teacher interviews/questionnaires and student achievement records were also used to obtain information.

Very effective teachers were identified on the basis of student achievement gain as well as management criteria.

Good managers when compared to less effective managers were characterized by the following:

1. Careful, detailed planning of rules/procedures
2. Systematic teaching of expected behaviors
3. Encouraging high levels of student accountability for work
4. Maintaining good management systems
5. Organizing instruction for student task-engagement and success.

Activity III

SET OF RULES REGARDING BEHAVIOR IN THE SCHOOL AND CLASSROOM

Reminders: a) Limit number of rules (6-8). b) Rules should be clear and specific and understood by students. c) A rule can be an umbrella policy which governs several procedures, e.g. "Walk when moving about the classroom." d) Rules should be posted.

Suggested topics -

Students' relationships with one-another -
fighting - verbal abuse - courtesy - taking turns, etc.

Care of school and personal property
clean-up

Students' relationship with teacher
follow directions, courtesy, etc.

PARTICIPANTS

Write two or more rules and develop well thought out consequence(s) for each rule.

Share with group.

RULE	CONSEQUENCE
1.	1.
2.	2.
3.	3.

(Activity 2)

Guidelines for Room Arrangement

KEYS TO GOOD ROOM ARRANGEMENT

High traffic areas are free of congestion.

Students are always visible to the teacher.

Storage space and necessary materials are readily accessible.

Students can easily see instructional displays and presentations.

AVOID UNNECESSARY CONGESTION IN THE FOLLOWING AREAS:

Group work areas, centers and stations

Pencil sharpener and trash can

Bathrooms, sink and water fountain

Bookshelves and storage areas

Students' desks

Teacher's desk

TIPS FOR ARRANGING FURNITURE

1. Make sure all students can easily see:
    - You, when you are presenting information
    - Chalkboards
    - Overhead projector screen
    - Instructional displays
2. Keep in mind potential distractions such as:
    - Windows and doors
    - Animals or other interesting displays
    - Small group work areas
3. Leave plenty of room around student desks so that you can get to each student when monitoring.
4. Locate your desk, work areas and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.
5. Plan to seat students who need extra help or attention close to where you will be most of the time.

6. If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.

7. Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

STORAGE SPACE

- Place instructional materials that you will need where they are easily accessible to instructional areas.
- Include adequate, convenient space for students' coats, lunch boxes, show-and-tell items, and materials.
- Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.
- Place long-term, seldom-used or special occasion items at the back of cupboards, on top of cabinets, or out of the room, if possible.

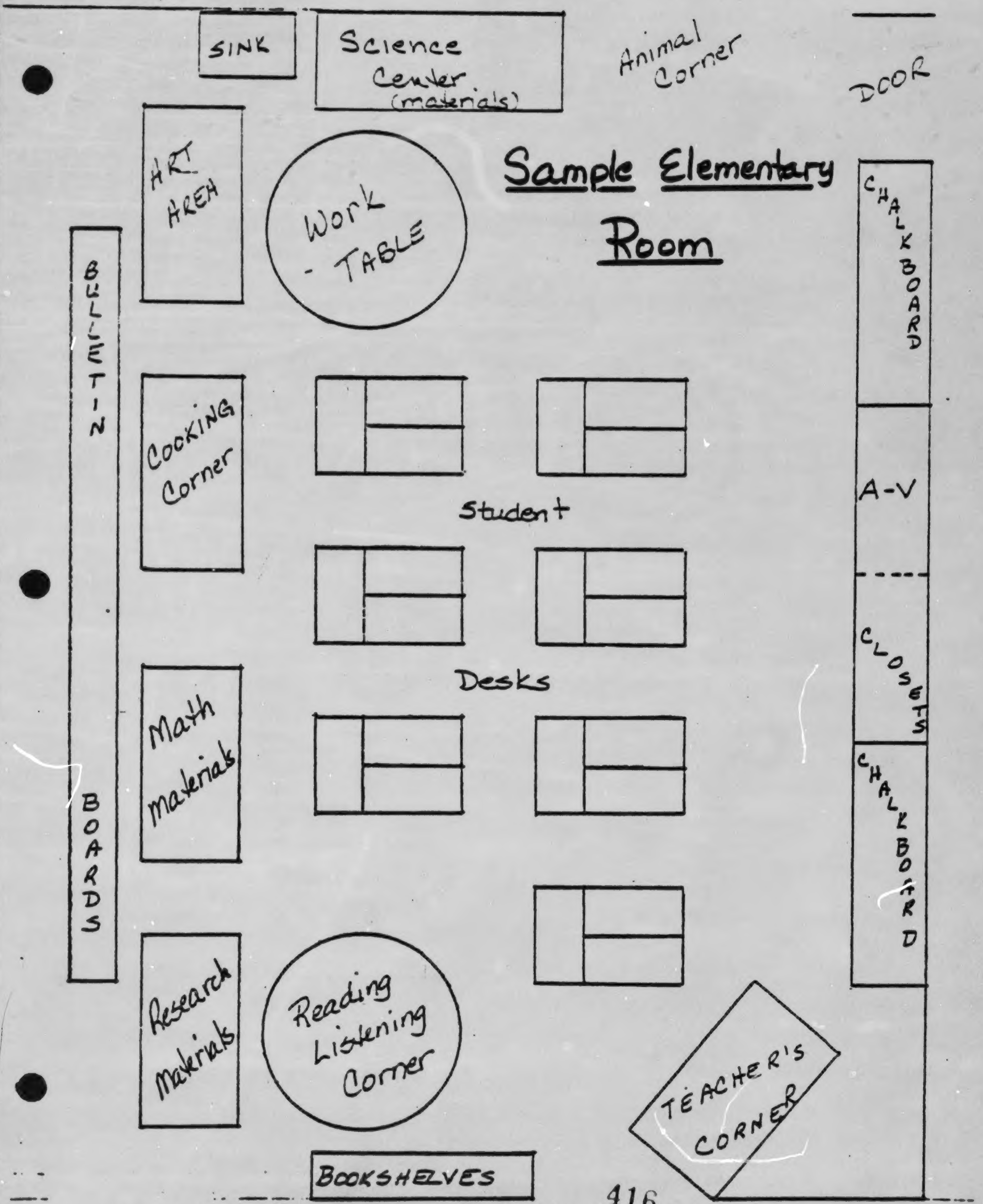
OTHER THINGS TO CONSIDER

1. Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet, or individual assignment sheets.

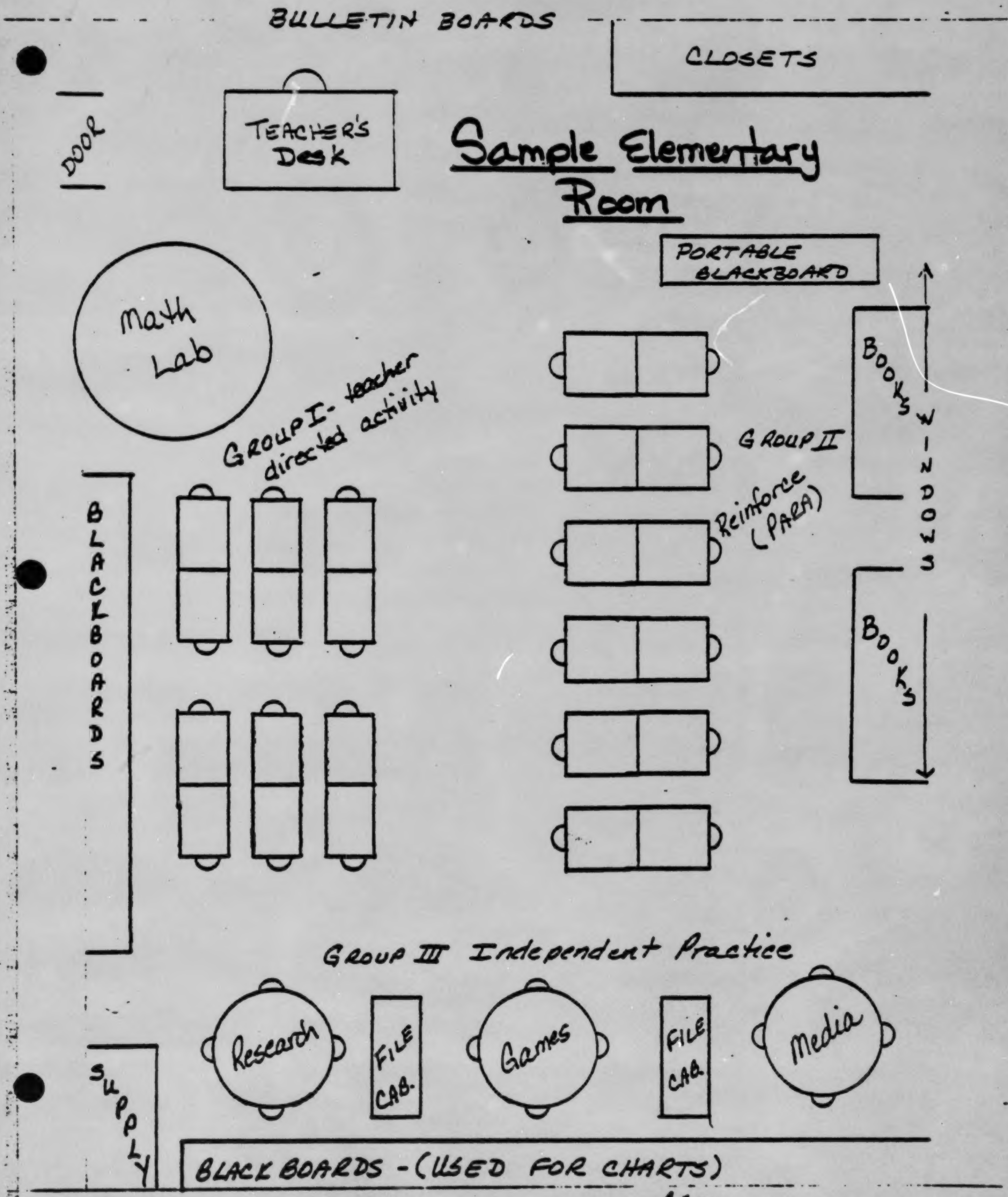
2. Check all electrical equipment (e.g., overhead projector, record player, movie projector) to be sure it is working and that you know how to use it, before using it in class. Be sure a plug is within easy reach, or have a sturdy extension cord available. Plan a space to post instructions for the use of complicated equipment.

3. Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work and extra credit activities. In addition, ceiling space can be used to hang mobiles, decorations, and student work, and windows can be used for displays, decorations, and student work.

Developed by the Classroom Organization and Effective Teaching (COET) Project, Research and Development Center for Teacher Education, The University of Texas at Austin 78712. This project was supported in part by the National Institute of Education, Contract OB-NIE-G-80-0116, P2. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred.


Sample Elementary Room
SINK
Science Center (materials)
Animal Corner
DOOR
ART AREA
Work - TABLE
CHALKBOARD
BULLETIN BOARDS
COOKING Corner
Student Desks
A-V
CLOSETS
Math materials
CHALKBOARD
Research materials
Reading Listening Corner
TEACHER'S CORNER
BOOKSHELVES

Sample Elementary Room


BULLETIN BOARDS
CLOSETS
DOOR
TEACHER'S Desk
PORTABLE BLACKBOARD
Math Lab
GROUP I - teacher directed activity
GROUP II
Reinforce (PARA)
BOOKS
WINDOWS
BOOKS
BLACKBOARDS
GROUP III Independent Practice
Research
FILE CAB.
Games
FILE CAB.
Media
SUPPLY
BLACKBOARDS - (USED FOR CHARTS)

DISCIPLINE RECORD SHEET

If you have severe behavior problems, keep the following record:

Student's Name	Date	Rules Broken	Consequences You Provided Negative and Positive

DISCIPLINE RECORD SHEET

The attached Discipline Record Sheet has been excerpted from the Assertive Discipline Program (Canter & Canter).

This particular piece can serve as a very helpful tool for diagnosis and record keeping in reference to student behavior in the classroom.

Essentially, teachers should keep and refer to this for their own private use in determining who is breaking the rules, what rules are most frequently disobeyed and what actions has the teacher taken to deal with the problems.

After a two-week period of record keeping, teachers may find:

- They are experiencing most of their difficulties with the same students (i.e. Johnny, Mary-Ann, etc.)
- They are experiencing most of their difficulties with the same type of students (i.e. boys, outspoken students, etc.)
- A wide variety of students are disobeying the same rule. (Rule may be inappropriate.)
- Classroom discipline breaks down around the same time each day or on certain days of the week, based on other activities in the schedule.
- The teacher is reacting to student misconduct with the same consequences, providing no variety or hierarchy of consequences.

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Group Management Behaviors –

- with-it-ness
- overlapping
- smoothness
- momentum
- group focus & accountability

CHECKLIST FOR MAINTAINING GROUP FOCUS AND INDIVIDUAL ACCOUNTABILITY IN CLASSROOM SITUATIONS

The following represents a list of teaching behaviors which tend to help teachers more effectively manage their instructional groups; whole class or small group. When teachers are instructing groups of more than one or two, it is essential that the entire group of students is focused on the lesson and that each student is alert and actively involved in learning what is being presented. The research done by Jacob Kounin suggests some activities which insure that students are, indeed, held accountable for the lesson whether or not they are the one who is reciting or working before the class.

MAINTAINING GROUP FOCUS

YES NO The Teacher:

☐ ☐ 1. Plans activities which require active participation by all members of the group; performers and non-performers

☐ ☐ 2. The teacher varies questioning techniques;

☐ ☐ a) Asks the question before calling on students

☐ ☐ b) Targets a specific student before asking the question

☐ ☐ c) Intersperses mass-unison responses with individual reponses

☐ ☐ d) Uses "suspense" strategies in posing questions to the class so that students are anxious to know what comes next

☐ ☐ e) Avoids a predictable pattern of calling on students
- patterned turn-taking
- random turn-taking
- combination of both

CHECKLIST TOR MAINTAINING GROUP FOCUS & INDIVIDUAL ACCOUNTABILITY IN CLASSROOM SITUATIONS - 2

STUDENT ACCOUNTABILITY

YES	NO		The Teacher:
☐	☐	1.	Constantly checks for student understanding during initial instruction and subsequent practice period
☐	☐	2.	Circulates around the room to monitor students' efforts
☐	☐	3.	Establishes procedures for collecting student work
☐	☐	4.	Provides timely feedback, returning evaluated, graded or corrected student work before going on to new concept
☐	☐	5.	Reviews results of students' work with them
☐	☐	6.	Establishes a consistent procedure for dealing with students who do not complete and/or hand-in assignments

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STRATEGIES SUGGESTED BY PROJECT TRLS TO HELP TEACHERS MAINTAIN GROUP FOCUS

("KEEPING STUDENTS ON THEIR TOES")

- Maintain eye contact with students.
- Devise strategies to appeal to individual learning styles.
- Vary turn-taking approaches, random or patterned.
- Plan occasional activities which require unison responses from class.
- Use props for non-reciting students in the group.
- Use divergent as well as convergent questioning modes to encourage critical thinking.
- Have students act as reviewers of lesson.
- Model as interesting presentor and discussant.
- Make sure instructions and presentations are clear to all students.
- Teach students how to constructively critique each other's work.
- Vary lesson presentation approaches --
    - challenge bright students
    - encourage slower learners
    - support atmosphere of "cooperative" learning in group situations
    - utilize strategy of "suspense" about what comes next in the lesson
- Allow students to call on each other according to prearranged and agreed upon system.

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AFT
Educational Research
& Dissemination Program

DISTRICT-WIDE WORKSHOP
NOVEMBER 12, 1982
D.C. TEACHER CENTER

CLASSROOM PRACTICE SEMINAR
EVALUATION

1. How useful was the information presented to you on the following topics?

	MOST USEFUL	SOMEWHAT USEFUL	NOT USEFUL
ESTABLISHING RULES PROCEDURES AND CONSEQUENCES	________	________	________
WITH-IT-NESS, OVERLAPPING SMOOTHNESS AND MOMENTUM	________	________	________
GROUP FOCUS AND ACCOUNTABILITY	________	________	________

2. Based on your experiences today, would you find it helpful to receive more research-based information and materials on teaching practices?

YES________ NO________

3. If you would like to receive more of this kind of information, please check your preference:

BLDG. LEVEL WORKSHOP FOR THE FACULTY AT YOUR SCHOOL ________

SYSTEM-WIDE WORKSHOPS AT THE TEACHER CENTER ________

INVOLVEMENT IN "SMALL ON-GOING STUDY GROUP"(10-12) ________

4. Given your busy schedule, what times are most convenient for you?

AFTER SCHOOL ________ SATURDAYS ________ OTHER (describe) ________

____

5. Overall, how would you rate today's workshop?

EXCELLENT ____ GOOD ____ FAIR ____ POOR ____

COMMENTS:____

____

____

____

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

NOVEMBER 12, 1982
DATE

P.M.
TIME

PURPOSE OF VISITATION

SUPPORT TRLs DEE SMITH AND LINDA SATTERTHWAITE IN PRESENTING AT DISTRICT SESSION

PERSONS CONTACTED

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

They both did a marvelous job - a lot of enthusiasm for the information, plus a good understanding of the research. Not a very interactive session, but that may have been due to time limits mostly. There is a lot of info to share regarding rules, procedures and consequences. All of it was covered and clearly presented.

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(OVER)

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

STAFF MEMBER	LOVELY BILLUPS
SITE OR LOCATION	JOHNSON, J.H.S. WASHINGTON, D.C.
DATE	NOV. 12, 1982
TIME	A.M.

PURPOSE OF VISITATION

CLASSROOM MANAGEMENT WORKSHOP

PERSONS CONTACTED

FIELDING GENTRY w/ BILLUPS AND BILES

FIELD ACTIVITIES

Staff development session presented to entire Johnson J.H.S. staff during the a.m. Portion of district's staff Development day. Principal and assistant principal present.

INTERACTIONS - COMMENTS - FOLLOW-UP

(Workshop Format attached)

The general session was held in the auditorium where teachers observed the role-playing activity performed by the drama teacher and 6 students who volunteered to come back to school to participate. The major concepts highlighted in this activity were establishing rules and consequences with-it-ness and overlapping. The activity stimulated discussion from the audience which then went on under Fielding's guidance to discuss the results of their posting their class rules and developing reasonable consequences. Comments ranged from "I have posted the rules, etc. and I am still having trouble." Responses mainly directed this teacher to the fact that groups differ, so she may have to be flexible and rearrange the rules and/or consequences to tailor them to this group.

The assistant principal said that when teachers send students to her and the child cannot tell what rule he broke and it's obvious to her that there are no rules or student not aware, she sends the child back to the teacher. She only supports teachers whom it is obvious have tried to help themselves. (This was in relationship to a "hierarchy of enforceable consequences and teaching the rules.)

FIELD LOG
11/12/82 - JOHNSON JHS
BILLUPS - 2

As usual, teachers responded quite knowledgeable to the idea of with-it-ness with "eyes in back of head." Many examples cited.

Brenda and I assisted Fielding in the presentations, filling in where needed.

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Keeping on the Right Track!

AGENDA
JOHNSON JR. HIGH
CLASSROOM MANAGEMENT WORKSHOP

NOVEMBER 12, 1982
Auditorium

Fielding Gentry, Teacher Research Linker
Lovely Billups & Brenda Biles, AFT Staff

9:00 - 9:30	Management simulation & role-playing Discussion
9:30 - 10:00	Review of research shared on September 3, 1982
10:00 - 10:15	Whole group activity - "Linking Management Strategies for Kounin, Evertson, et. al."
10:15 - 10:30	Overview of Jacob Kounin's Group Management Strategies: With-it-ness/Overlapping Smoothness/Momentum Group Focus & Accountability
10:30 - 10:45	BREAK and movement to small groups
10:45 - 11:30	Small group activity
11:30 - 12:00	Return to auditorium for wrap-up, sharing and evaluation

SCV

GROUP FOCUS AND ACCOUNTABILITY

FORMAT FOR RESEARCH PRESENTATION AT D.C. - DISTRICT-WIDE WORKSHOP

CLASSROOM PRACTICE SEMINAR

NOV. 12TH, 1982 - 1:00-3:30 P.M.
D.C. TEACHER CENTER

PRESENTERS - ROSA FREEMAN
WILLA FAULKNER
FIELDING GENTRY - (ALTERNATE)
LOVELY BILLUPS - (AFT TEAM PRESENTER)

I. 2 min. The first few minutes will be used by Lovely to present a brief summary of the research findings on Group Focus and Accountability (Kounin).

II. 12 min. Next, Rosa will direct a whole group activity simulating a mathematics lesson in the classroom (addition computation). One person will be directed to work the problem at the chalkboard while the rest of the class works the problem at their seats. Each participant will be supplied with three "answer" cards, only one of which has the answer to the problem. Upon completion of their computation, each participant will be asked to hold up the answer they feel is correct while the student at the board reveals his/her answer. The teacher has instructed that all eyes face front, to avoid copying. The teacher monitors the class to be sure that students comply with the rule. Each student can then compare his answer with the one at the board and agree or disagree with the answer. (The teacher may choose to give some of the brighter students three cards, none of which is the correct answer, so that they are challenged. This is good practice for tests which provide multiple choice and answers to questions and include category "None of these" as the correct answer.) The teacher can scan the classroom to see who has computed correctly or incorrectly.

Discussion will follow as to the implications of this research-based strategy for individual student involvement in the group process. Discussion will be led by two previously selected "observers" who have recorded the teacher class behaviors and reactions on a "Checklist for Group Focus and Accountability".

III. 12 min. Following this activity, Rosa will direct a language arts assignment activity involving the formation of declarative or interrogative sentences. Each participant will receive 7 cards, four with words, You Are Here Now, and three with punctuation marks, (period, question mark, comma). One third of the group will be instructed to form a declarative sentence beginning with "Now", another a declarative sentence beginning with "You" and the third group will be asked to form an interrogative beginning with any word they choose. In each case, students are required to use the appropriate punctuation mark(s) (some may find a way to use the comma).

In essence, the teacher has to give very clear directions since the class has three different assignments. Also, the teacher must monitor the room by circulating among the class so that she can see how the sentences are formed and can offer assistance to those who may need it. The entire group will have the "Checklist for Group Focus and Accountability". The ensuing discussion will involve participants reactions to the strategies and to the teacher behaviors.

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FORMAT FOR CLASSROOM MANAGEMENT WORKSHOP

JOHNSON J.H.S. - NOV. 12TH, 1982
8:45 A.M. - 12:00 NOON

PRESENTER - FIELDING GENTRY
ASSISTED BY AFT STAFF MEMBERS:
LOVELY BILLUPS
BRENDA BILES

NOTE - Fielding has requested and received the following materials for this workshop -

Kounin's research summary - 15 copies
Kounin's Effective Classroom Management Behavior Summary - 70 copies
Role Playing Activity - Classroom Management/Kounin Research - 30 copies
Kounin's Activity on Smoothness & Momentum - 30 copies
Kounin's Activity on Group Focus and Accountability - 30 copies
Activity for Linking Management Strategies for Kounin, Evertson, et al - 70 copies

WORKSHOP AGENDA

(70 PARTICIPANTS)

Auditorium

9:00-9:30 a.m. - Presentation of a simulated classroom situation, using actual students who enter a classroom and are ignored by the teacher who is busy with an administrative task. The students will act out misconduct, -

loud noise level, inability to find a seat, insecurity about what to do next, rowdiness which involves pushing and shoving, etc. Teacher will attempt to call class to order. (Fielding will select and coach students who will participate).

Discussion of situation will be held after the role-playing. Students will be asked how they felt about the situation and what they felt the teacher should have done to avoid the confussion.

9:30-10:00 a.m. - Review of BYCM research which was presented at last staff development session by Sue and Fielding. Most of this time will be spent developing the "consequences" portion of rule-setting. e.g. consistent, enforceable, and hierarchal.

10:00-10:15 a.m. - Transition -
Activity for whole group
"Linking Management Strategies for Kounin, Evertson, et al.

10:15-10:30 a.m. - Overview of Kounin Group Management Strategies (Lovely and/or Brenda)
With-it-ness - Overlapping, Smoothness, Momentum, Group Focus and Accountability

10:30-10:45 a.m. - Coffee Break and Group movement to 3 classrooms

10:45-11:30 a.m. - Small group activities (3 groups)

a) Role playing - Kounin Classroom Management
(With-it-ness, Overlapping)

b) Smoothness and Momentum Activity - Kounin

c) Group Focus and Accountability - Kounin

(Fielding, Lovely, Brenda - take one group each)

11:30-12:00 noon - Wrap-up - Sharing and Evaluation
(Auditorium)

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY H. BILLUPS
STAFF MEMBER

FRANCES JR. HIGH SCHOOL
WASHINGTON, D.C.
SITE OR LOCATION

DEC. 1, 1982
DATE

3:00-4:30 PM
TIME

PURPOSE OF VISITATION

ASSIST TRL IN RESEARCH PRESENTATION TO STAFF AT FRANCES JR. HIGH SCHOOL

PERSONS CONTACTED

Esther Hankerson, TRL, Presenter

FIELD ACTIVITIES

Research presented - Evertson - Rules, Procedures, Consequences
Kounin - With-it-ness, Overlapping, Smoothness, Momentum, Group Focus

INTERACTIONS - COMMENTS - FOLLOW-UP

When I arrived at the school for a pre-session planning period with Esther, she shared with me a chart she had made listing Kounin's Group Management vocabulary. She had also prepared some 3x5 cards on which she had written notes and definitions for her presentation. She discussed her presentation plan with me and we made some minor adjustments.

Approximately 30 teachers attended the workshop, in addition to the building principal (and assistant principal). Esther presented the information on Rules, Procedures and Consequences. She encouraged discussion and the group cooperated. One teacher said he had only one rule "Remain in your seat and listen to me (the teacher)". Other teachers took issue with him and began to brainstorm some of their own rules. Esther congratulated the entire staff and administration of that school as a newly - arrived teacher there, noting that she found Frances J.H.S. to be a very orderly school and an "environment in which learning can take place."

(OVER)

This sat very well with the group and helped set a very positive tone. It was apparent to me that Esther was not clear about the application of consequences for disobeying rules, as she kept referring to "consequences" as "good rules."

She had a much better handle on the information on with-it-ness etc. By then, she was very relaxed and held the attention of the audience. She worked from the vocabulary listed on the chart and defined each of the concepts through notes taken from the ER&D summary. Throughout the presentation, however, she did entertain questions and comments from the group. I presented the information on group focus and student accountability, after which Esther reviewed Kounin's list of behaviors of "less successful" teachers, i.e. thrusts, dangles, truncations.

The session ended at 4:40. To my surprise, I learned that the mettings officially end at 4:15 and that teachers usually walk out at exactly that time. Many people commented to Esther that they stayed because the information was very interesting. The principal expressed specific delight in the session and said that the teachers paid better attention to us, than to him.

I met with Esther after the session to discuss what had taken place. She said she feels very good about what happened and will be more confident next time. (The principal and teachers requested that we present another session in the near future).

We talked about having a firm grip on the research information and she said that when she first joined the project, she was working in schools in which she was very uncomfortable and alienated from the administration. She knew that she would not attempt to disseminate there so she did not pay attention to the research material from a "presenter's" eye. She finds that she now has to bone-up on the information so that she can use correctly in her sessions. She will continue to disseminate and hopes that the project will continue in D.C.

attached: Meeting Agenda
Copy of E. Hankerson's Class rules and consequences

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Positive Comments From Assessment Team

Nov. 23, 1982

Management

Record-keeping system is in place.

All staff involved in some stage of implementation of test-taking skills.

Progress charts used in many classes.

Weekly assignment sheet is worth sharing with other principals.

Instructional

Planning and preparation indicated.

Good use of CBC technology.

Volunteer program functional. Volunteers scheduled.

Students received objectives orally and in writing.

Seventh grade math laboratory class.

Chapter I reading classes for seventh grade.

Student work displayed.

Library materials seemed to be very relevant to the variety of ethnic groups in the school.

Library classes at each lunch period.

Student Services

Attendance officer in school two days a week.

Excellent attendance program.

Daily attendance list published.

Student Government officers elected and functioning.

Nurse in the building three days a week.

Learning center with emphasis on reading and mathematics.

Counselors obtain clothing and shoes for needy students.

FRANCIS JUNIOR HIGH SCHOOL

Faculty Meeting Agenda

Students' Cafeteria December 1, 1982

I. The holiday season

   A. Please refrain from having individual room parties.

   B. Mrs. Kenney has offered her home for December 17, 1982 for a staff get together.

II. Assessment - (See attached page)

III. Mini-workshop - Mrs. Hankerson and Ms. Billups

   A. Rules/Regulations/Consequences

   B. Overlapping/Smoothness/Momentum

   C. Room Arrangement

IV. Mr. Fletcher

CLASS RULES

1. ARRIVE ON TIME FOR CLASS.
2. BRING ALL MATERIALS NECESSARY FOR CLASS.
3. DRESS INTO UNIFORM QUICKLY...grade 7, 10 minutes
   grade 8-9, 8 minutes
4. LAVATORY PRIVILEGE IS INCLUDED IN THE TIME TO DRESS.
5. SELF-RESPECT AND RESPECT FOR OTHERS IS ALWAYS EXPECTED.
6. NOTES FROM PARENTS WILL EXCUSE YOU FROM ACTIVITY ONLY. EVERY STUDENT MUST DRESS DAILY.
7. PASS QUIETLY TO AND FROM ALL AREAS AT ALL TIMES.
8. WHEN THE WHISTLE BLOWS, ALL ACTIVITIES MUST STOP. EVERY STUDENT MUST LISTEN FOR FURTHER INSTRUCTION.
9. EVERY STUDENT MUST WASH-UP AFTER EACH ACTIVITY. GOOD PERSONAL HYGIENE SHOULD BE PRACTICED BY ALL.
10. COLOR REQUIREMENT FOR EACH GRADE LEVEL.
    - 7th - GREEN/WHITE
    - 8th - BLUE/WHITE
    - 9th - RED/WHITE

    WHITE SOCKS ARE TO BE WORN BY ALL STUDENTS

.... CONSEQUENCES ....

1. Late arrivals must present a tardy slip.
2. Students without a uniform must:
   - a) FIRST TIME- write 100 times,a sentence given by the teacher.
   - b) SECOND TIME-write 200 times, a sentence given by the teacher; the parents will be notified.
   - c) THIRD TIME - be referred to an assistant principal.
   - d) M T W - 6 times not in uniform (unexcused) constitutes an automatic failure for the advisory.

     TU -TH - 4 times....(same as MTW)
3. One point will be deducted for each minute a student is late getting dressed, without an excuse- acceptable to the teacher.
4. The lavatory door will be locked at the end of dressing time.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

DECEMBER 3, 1982
DATE

TIME

PURPOSE OF VISITATION

FINAL ER&D TRAINING SESSION FOR D.C. TRLs UNDER NIE GRANT

PERSONS CONTACTED

Willa Faulkner, Rosa Freeman, Fielding Gentry, Esther Hankerson, Elyane Martin, Doris Nelson, Percell Thomas, Shirley Ritter, Frances Robinson, Linda Satterthwaite, Jean Smith, Dee Smith, Brenda Valentine

FIELD ACTIVITIES

Review video tape from Nov. 12th District-wide workshop presentations.
Fill out project evaluation forms.
Introduce Linguistics research.

INTERACTIONS - COMMENTS - FOLLOW-UP

The video-tape reviewing session lasted much longer than expected, but was a very valuable experience. All TRLs paid close attention to the 1½ of film, took notes and made very good critical comments. The tone remained professional and only on a few occasions did we have to remind the TRL who presented not to become defensive. It was a high-level learning experience for everyone involved, presenters and non-presenters. Some comments made by TRLs warned TRLs to be aware of time limitations as presenters, whether co-presenting with a partner, a team or presenting alone. Another aspect of team-presenting involved avoiding one presenter's overshadowing the other. Point was made that given time restraints, it is sometimes good to have one presenter. Some TRLs read from cue cards, but did remember to look up occasionally and spoke in clear, well-modulated voice. One TRL, in particular, was especially good at relating the research material to personal classroom practice. This made her a very credible presenter, and is a practice that is very popular with teachers. (Fits theory of how adults learn).

Most of the TRLs used charts and other visuals to augment their presentations. One TRL made a graphic of a room arrangement to which she referred throughout her presentation. This was a very effective technique which we may consider using in the project.

A situation evolved where one of the workshop participants dominated the discussion period with personally oriented questions and comments. We discussed this as another possible adversarial situation in which presenters may find themselves and discussed ways in which it could be handled. Usually, these people have come to the workshop with a personal agenda. They may have to be "heard out" and then promised a personal consultation at a later date, or have group contribute solutions to person's dilemma after question is re-stated by the workshop leader. Main thing is not to turn the person off.

It was noted by ER&D team and the TRLs themselves that presenters were "cold" and nervous during first presentations, but warmed up during subsequent sessions. The TRLs commented on the variety of styles utilized by each group in their presentation format. The first group, Rules and Procedures was lecture-oreinted, by necessity of the information and the order of presentation (setting the stage). They were quite effective. The second group (With-it-ness, over-lapping, etc.) almost evenly divided the time between lecture and participant interaction. The third group (Group Focus and Accountability) was activity-oriented with high level of audience participation.

TRLs learned a lot about their own presentation styles as individuals and realized that people operate in the mode that makes them comfortable. The above differences "just happened" it was not designed by overall plan. This was an excellent experience that I wish we had tried in other sites. People respond well to video. They love seeing themselves and their peers in action. The comradery developed in the ER&D process allows them to accept and benefit from constructive criticism.

After the video-tape review, the group was asked to complete the written evaluations of the project as time was running out. Ocne settled down, the group was entirely absorbed in the process. Completion of form took approximately 1 hour.

Social event-lunch at Chef's Table Restaurant followed. Each TRL received an AFT Special Awards Pin.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

OCTOBER 19, 1982
DATE

4:00 PM
TIME

PURPOSE OF VISITATION

DISTRIC-WIDE CM WORKSHOP W/JR. AND SR. HIGH SCHOOL TEACHERS

PERSONS CONTACTED

Joan Regan, co-leader

FIELD ACTIVITIES

See Outline

INTERACTIONS - COMMENTS - FOLLOW-UP

Outline concepts covered. We did not take this group through activities. It was clear early on that they needed discussion time.

Three areas of concern emerged:

1. administrative back up for discipline
2. clerical work
3. Can you begin the year over if you need to?

In discussion establishing rules/procedures/consequences, the group pretty well agreed that referral could not fit into a hierarchy, since there was little administrative support.

One teacher brought out the fact that at the secondary level attendance is taken every period and you are expected to have it done at the beginning of the period,

(OVER)

since someone comes around to collect it. We suggested the establishing of routines--do nows, warm-ups for the first 5 min. of each class. It could be an on-going assignment, or something related to the day's lesson. These are veteran teachers, not beginners. It is clear and continues to be so, that this kind of exchange is extremely important.

One other teacher in the group had had rather lengthy service at the high school level and has just been re-assigned to a middle school. (Poor man--what a culture shock!) Joan said later on that he really was having some problems adapting. He asked in almost a half-embarrassed, half-desparate voice tone: "Is it possible to start all over even though we're so far into the school year?" I pointed out to him that indeed, if things are not going the way you want them to, to feel free to go ahead and make changes. In fact, I used Julie Sanford's findings regarding the training of mid-year teachers she did with the Texas BYCM information as background info.

I am not sure that if this has been an administrative sponsored workshop that this gentleman would have felt free to ask his question. And without asking it, he would have never gotten the information and assurance that it was "OK" to change.

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SUMMARY

EFFECTIVE CLASSROOM MANAGEMENT BEHAVIOR

Jacob Kounin, Discipline and Group Mangement in Classrooms (Holt, Rinehart and Winston, NY 1970), identified the following teacher behavior patterns associated with more effective classroom management as evidenced by greater student time spent on learning activities and less student misbehavior.

With-it-ness is a teacher's ability to communicate to her students that she knows what they are doing in the classroom at all times. In effect, its what a teacher does to give her students the impression that she has eyes in the back of her head. The easiest and most visible way for teachers to let their students know they are with-it is by "nipping behavior problems in the bud" before they escalate, catching the right student-culprit, and stopping the most serious of two misbehaviors from occurring simultaneously.

Overlapping is the teacher's ability to effectively handle two classroom events at the same time as opposed to becoming so totally "glued" to one event that the other is neglected. Teachers frequently encounter such problems as having to deal with a student who needs assistance completing an assignment or who has just returned from a pull-out program while trying to work with a small group of students, or having to deal with a misbehavior such as student talking or a student reading a newspaper while trying to lead a whole class discussion. Teachers skilled in overlapping are able to maintain the flow of their instruction or otherwise hold students accountable for their work while at the same time effectively dealing with the interruption.

Smoothness is a teacher's ability to manage smooth transitions between learning activities. It involves having good transition routines; using signals as cues to prepare students for transitions and clearly ending one activity before moving on to another. Smoothness also involves selectively ignoring certain minor misbehaviors which can just as effectively be handled after a learning activity is over in order to avoid interrupting the instruction.

Momentum is the ability to maintain a steady sense of movement or progress throughout a lesson or the day. Teachers skilled in momentum conduct their lesson at a brisk pace, providing a continuous academic signal or task for students to focus upon. They avoid any behavior such as giving long drawn out directions or explanations, lecturing about student behavior or breaking activities down into two small steps which may result in slowing down a lesson and losing students' interest.

Group Focus and Accountability refer to a teacher's abilities to keep the whole class or group of students "on their toes" and involved in learning by structuring activities so that all students, both non-performing students and performing students (reading aloud, answering a question) are actively participating; by holding students accountable for doing their work; and by creating suspense or other high interest techniques for holding students' attention.

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ACTIVITY I

Guidelines for Room Arrangement

KEYS TO GOOD ROOM ARRANGEMENT

High traffic areas are free of congestion.

Students are always visible to the teacher.

Storage space and necessary materials are readily accessible.

Students can easily see instructional displays and presentations.

AVOID UNNECESSARY CONGESTION IN THE FOLLOWING AREAS:

Group work areas, centers and stations

Pencil sharpener and trash can

Bathrooms, sink and water fountain

Bookshelves and storage areas

Students' desks

Teacher's desk

TIPS FOR ARRANGING FURNITURE

1. Make sure all students can easily see:
   - You, when you are presenting information
   - Chalkboards
   - Overhead projector screen
   - Instructional displays
2. Keep in mind potential distractions such as:
   - Windows and doors
   - Animals or other interesting displays
   - Small group work areas
3. Leave plenty of room around student desks so that you can get to each student when monitoring.
4. Locate your desk, work areas and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.
5. Plan to seat students who need extra help or attention close to where you will be most of the time.

6. If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.

7. Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

STORAGE SPACE

- Place instructional materials that you will need where they are easily accessible to instructional areas.
- Include adequate, convenient space for students' coats, lunch boxes, show-and-tell items, and materials.
- Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.
- Place long-term, seldom-used or special occasion items at the back of cupboards, on top of cabinets, or out of the room, if possible.

OTHER THINGS TO CONSIDER

1. Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet, or individual assignment sheets.

2. Check all electrical equipment (e.g., overhead projector, record player, movie projector) to be sure it is working and that you know how to use it, before using it in class. Be sure a plug is within easy reach, or have a sturdy extension cord available. Plan a space to post instructions for the use of complicated equipment.

3. Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work and extra credit activities. In addition, ceiling space can be used to hang mobiles, decorations, and student work, and windows can be used for displays, decorations, and student work.

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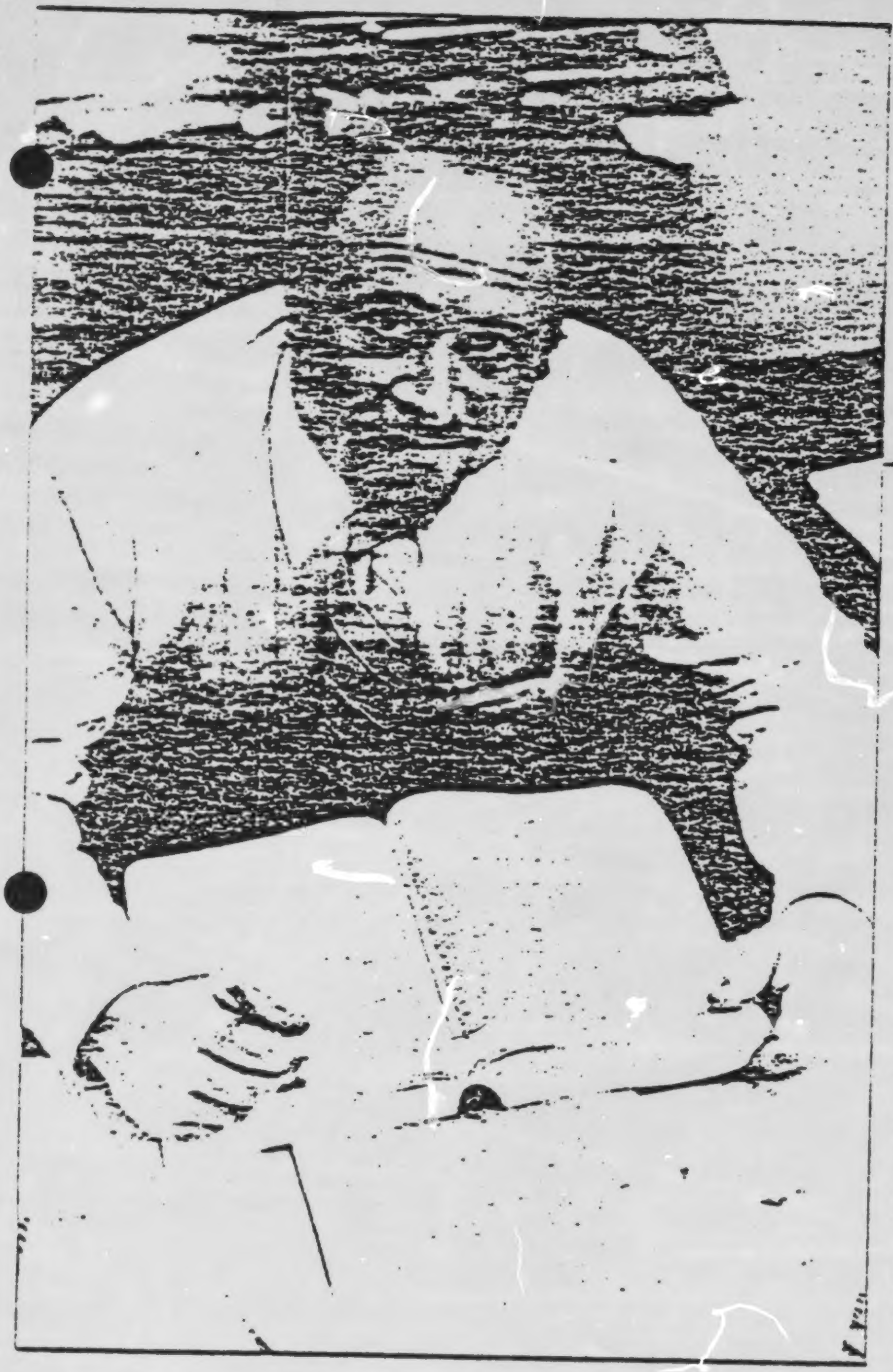
On Improving Teacher Effectiveness: A Conversation with David Berliner



David Berliner was director of California's Beginning Teacher Evaluation Study, the prime source of today's attention to time-on-task. In this interview with Executive Editor Ron Brandt, Berliner claims there's one best way to make teachers more effective.

Q What's been your experience in helping teachers use the research on teacher effectiveness?

Berliner: I've tried to disseminate knowledge by making presentations, but that seemed to have very little impact. The times I've gone into classrooms, though, what I did and said meant something to teachers and it made a difference. We could chart the changes. So my experience is simple: the research on teacher effectiveness gets used when somebody works with teachers in their classrooms. There's no substitute for what Bruce Joyce calls "coaching."

Q: What is that like? Exactly what do you do?

Berliner: Take the major variable of "engaged time." I asked teachers in a district near Tucson if we could send graduate students into their classrooms to take some records of their functioning and feed it back to them. The graduate students had learned how to code engaged time, transition time, wait time, and so on. They coded and graphed data from three, four, maybe five visits. Then they sat down with the teacher and had a conference, using some very precise consultation techniques developed by Professor John Bergan of the University of Arizona.[1] Bergan's approach is designed to elicit from the client both a statement of the problem and a statement of intent to change it.

When the teachers had defined their problems and solutions, the consultants—the graduate students—took some more measures. Five of the six classes showed remarkable change: they went from 40 or 50 percent on-

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David Berliner is Professor of Educational Psychology, University of Arizona, Tucson.

task time up to whatever goals the teachers had set—70 or 80 percent. The only exception was a mathematics teacher whose time-on-task was about 40 percent. That teacher said, "Fine, that's all I want it to be." At that point, we had nothing more to do. Teachers have to make those decisions.

Q: That indirect, consultative approach seems inconsistent with the image of direct instruction.

Berliner: It's indirect in the sense that we don't tell teachers what their problem is or how to solve it. It's coercive in that we never leave an interview without a statement of the problem and either a proposed solution or the teacher's statement that he or she doesn't want to change.

Q: How does setting a goal lead to improvement?

Berliner: Let me give you an example. I might say to the teacher, "Your time-on-task in mathematics averages 43 percent over the five days we observed. How could you bring it up?" The teacher might say, "Okay, let me think. Maybe, because I'm grading papers when they're doing their math workbooks, I'm not monitoring them enough."

"Terrific. Why don't you take some breaks from your grading of papers and wander the classroom a little bit. Let's see if that has an effect."

So we collect data as the teacher increases his or her monitoring. Well, we happen to know that works. If the teacher is roaming the classroom, attending rates are higher.

Another thing the teacher might say is, "When kids are through with their assignments, I'll have other assignments ready so they'll have something to work on."

In our consultative model, the consultants learn eliciting questions like, "What can you do to accomplish that?" "Is there any other way you can use resources?"

Q: Wouldn't it be simpler just to tell a group of teachers some of the common problems and some ways to make better use of time?

Berliner: Teachers already know these things: they've heard about them in methods courses; they've been preached to. But nothing happens until someone gets the teacher to specify what he or she is going to do, and then monitors and helps the teacher look at the effects.

Q: Considering all the things teachers need to be concerned with, how important is time management?

Berliner: Probably 50 percent of all teachers don't have to worry about time *allocation*. But the other 50 percent ought to look at it. And half of them—25 percent of all teachers—are probably badly under-allocating time in some areas of the curriculum. We have evidence that the actual time available for instruction in reading and math in some elementary classrooms may total less than 100 hours. That strikes me as a gross misuse of time. So I'd say that as many as one-fourth of the teachers in this country could make marked improvements in instruction by just looking at time allocations.

Beyond that, maybe 70 percent of teachers could be helped by attending to *engaged* time—how time is used. Whenever managers in the business world do time audits, they find ways to save minutes. And that's true of teaching. For example, when the Austin, Texas, school district took this concept seriously, they found ways to save the equivalent of 10–14 days of school, worth $2–3 million.

"But nothing happens until someone gets the teacher to specify what he or she is going to do, and then monitors and helps the teacher look at the effects."

Q: Determining engaged time involves making judgments about whether students are doing what they're supposed to be doing. How can an observer tell whether students are on-task or not?

Berliner: Young kids have no guile. To observe on-task or off-task behavior in kids third grade or under is easy. You and I could sit in the back of the room, come up with some rules in about ten minutes, and show almost perfect reliability all day long. Young kids either are or are not on-task and you can tell. If they're off-task, they're dancing, tapping their pencils, chatting with friends, and so on. They're on-task if they scrunch up their faces and hold their pens and pencils tightly. You can almost see them thinking!

As students get older, you begin to see "anticipatory graduate student behavior": head-nodding, smiling, note-taking, and other signs of attending.

You may code this as on-task, but in your heart of hearts, you know the kid's not processing anything. The opposite occurs with the kid who's looking out the window: you code him off-task even though you're pretty sure he's processing everything. Because of this, we decided that with older students, individual data may be faulty, but the means for classes or groups are still valid. There are probably as many students off-task that we coded "on" as on-task that we coded "off." So once you and I agree on some coding rules, our inter-rater reliability would be about .95 at virtually any grade level.

Q: Are you suggesting that principals and central office supervisors should concentrate their staff development efforts on in-class coaching?

Berliner: I sure am. I think they should bring in fewer speakers and instead have somebody in classrooms helping teachers make changes.

Q: But that's a very time-consuming approach. With fewer people in supervisory roles can we really expect them to do coaching?

Berliner: They won't get much change unless they do. I'm convinced that the number of people who will change by exposure to books and lectures and workshops is just too small.

Q: How would someone who's already a principal or supervisor learn more about consultation skills?

Berliner: Well, Professor Bergan's model takes time to learn because it involves asking questions that do not prompt but elicit. Becoming expert requires many practice sessions, as well as analyzing transcripts of those sessions. It's extraordinarily useful, but very technical. But there are other consultation models: Meredith Gall and Keith Acheson[2] have one, and I'm sure there are others.[3] The behavioral one appeals to me because it puts the responsibility on the person being counseled.

Q: How confident are you that this is what is implied by the term "coaching"?

Berliner: A precise definition isn't necessary. What's important is that somebody who knows the skills in question is in the classroom and provides feedback. Just as a batting coach might say, "Spread your legs a little farther apart," or "Hold the bat a little higher," a teaching coach might say, "You had the opportunity at that point to ask an analytic question and you didn't. Let's figure out why."

Q: That kind of statement is part of the consultative model?

Berliner: Not during the time of eliciting solutions. At that point you'd only say, "Here's the data. Is this what you want?" If the teacher says, "No, I want to change," you say, "Okay, how can you change?" The teacher might say, "I'm going to try to ask analytic questions." Then you can follow up by watching and saying, "Here was an opportunity to ask an analytic question. Why didn't you?"

What I exclude from coaching is walking into the classroom and saying, "You're deficient in analytic questions. I'm going to tell you how to do it." That strikes me as the wrong way to work with professionals.

Q: Must the consultant be an expert teacher?

Berliner: Coaches may not have to be superior teachers themselves, but they must know good teaching. I'll use another analogy. We all marvel at the Olympics when somebody does a very complex dive and the judges hold up scores within three tenths of a point of one another. It happens because every one of those judges knows how to analyze a dive. Even though the dive takes only 1.8 seconds, they have coded 30 different aspects of it—entry into the water, where the legs were, whether the rollover was correct, and a lot of other things that experts know and novices don't. They're connoisseurs of diving. We need connoisseurs of teaching.

Q: What else besides time allocation, engagement rates, and time management do you watch for when you're observing classrooms?

Berliner: One thing is the match of the instructional materials to the goals of the school or district. For example, if the district says second grade kids should learn two-column addition, I look for whether there's two-column addition going on. I check the teacher-made materials to see if they're congruent with the expected goals, because lots of teachers work very hard making their own materials, some of which are good and some which are not. I've seen teachers put a lot of effort into producing units that are irrelevant to the goals of the district.

Another thing is classroom management and discipline. If the class is not learning because the teacher's time is being taken up by two or three kids, that has to be dealt with.

I also look for politeness and kindness. Classrooms should conform to a model of what a democratic workplace is like: the teacher is in charge and the kids have work to do. But they should be able to talk to each other about their assignments, there should be some choices, there should be consideration.

Q: These things you look for—are they based on research or are they simply common sense and personal values?

Berliner: They're really extrapolations from research. We don't have research that says polite classes do better, but we do have research that says observers' ratings on a scale of one to ten for "How willing would you be to send your own child to this place?" correlate pretty well with school effectiveness indicators.

It takes a connoisseur of classrooms to know what that means, just as it takes a connoisseur of wine to know a full-bodied wine. You can't define an effective classroom precisely, but I can point to some things: there's laughter and the teacher doesn't bother with it, doesn't say, "Quiet." If it goes on for ten minutes, though, the teacher does: there are limits.

Kids should learn that school is fun *and* school is work. Classes that are high on academic engaged time do better. Classes that are high on conviviality also score higher.

Q: There's no inconsistency, then, between what you like to see and what research says you should be seeing?

Berliner: No. The only time I hit an inconsistency was on the issue of success rate. I didn't believe very high success rates were necessary for kids to learn. I thought kids should be "stretched." The data changed my mind on that. It changed Barak Rosenshine's and Jere Brophy's minds, too. Now, we're all saying—especially for young kids and slow learners—that high success rate is important.

Q: You also seem to be saying that test scores aren't the only measure of teacher effectiveness.

Berliner: Effectiveness can be defined that way, but I don't think you can avoid certain moral concerns. If a school produces achievement better than other schools but its suicide rate for teenagers is higher, is that a price you're willing to pay? We have evidence that there are schools like that.

We need at least two criteria for judging schools: we have to see them as work places in which society expects certain things to be mastered. But schools are also places where young people spend important parts of their lives—so they should be enjoyable.

Q: But time-on-task research can be misused if educators aren't concerned with both criteria?

Berliner: Sure.

Q: Are you worried that some administrators may in fact be abusing the idea of time-on-task? That their singlemindled devotion to improving test scores may be at the cost of other outcomes?

Berliner: I don't think so. I haven't heard of any real abuses. History may look back on these times and say there were some; I don't know. The administrators who adopted scientific management principles in the 1920s probably didn't feel foolish even though history says they did some of the stupidest things possible. I don't know what a Callahan[4] would say about the current back-to-basics movement, but my feeling is that for the most part we're reasonably well-balanced.

If American schools have gone overboard, it's in the direction of an educational smorgasbord: smatterings of knowledge and low time-on-task. We ought to take more seriously the outcomes we want.

Q: Your comments seem a bit paradoxical. You've said supervisors need to recognize that teachers have goals of their own, so they can best be approached by asking, "How can I help you accomplish your goals?" Children have goals as well, but the time-on-task researchers say effective teachers don't waste time involving students in decision making. They tell kids what the goals are and get on with teaching them.

Berliner: You've tapped right into a basic educational philosophy of mine. I believe the amount of choice you should give kids in school looks like an inverted pyramid. It should be very limited in the first few grades, but maximal in the last year or two of high school. In the early grades where basic skill acquisition is taking place, we should offer whatever opportunities for choice are reasonable—because that's the way we should treat human beings—but in fact, the expected outcomes of education are quite clear at that level; there aren't a lot of choices. We shouldn't be hypocritical about it: kids are there to learn to read and write and do math, and a school has failed if large numbers of its kids can't do that by the end of elementary school.

But schools have also failed if that's all students can do at the end of 12 grades. Once they've acquired basic literacy, students should begin making choices about their own education.

Q: There are early childhood classrooms that are very impressive in the amount of freedom children are given and the amount of self-control they develop. In some of those classrooms the kids continue to work even when the teacher leaves the room. Yet those classrooms tend not to produce the highest standardized test scores, at least in the short run. Wouldn't it be wrong for a supervisor to come into that kind of classroom and report data about how the kids are not quite as much on-task as they would be if the teacher stood up in front and said, "Everybody listen to me"?

Berliner: If the teacher has a good system working and we're talking about a few lousy items on a standardized test, I'd leave the teacher alone. If the class is at the 20th percentile but predicted to be at the 60th, the teacher has somehow missed the boat.

The kind of classroom you've described is wonderful, but among teachers who have tried it, more have failed than succeeded. You can get teachers to succeed more easily in a direct instructional model than in an open model. So if I have to make a choice, and only 10 percent of the teachers can pull off the more open kind of classroom, while 90 percent fail—and I think the rates are pretty close to that—I'm going to try to redirect some of them into a more structured situation. That way, kids won't be cheated of their education. But for the 10 percent who can pull it off, my god, hug them. EL

[1] J. Bergan, *Behavioral Consultation* (Columbus, Ohio: Charles E. Merrill, 1977).

[2] Keith A. Acheson, and Meredith D. Gall, *Techniques in the Clinical Supervision of Teachers* (New York: Longman, Inc., 1980).

[3] See also David Champagne and R. Craig Hogan, *Consultant Supervision: Theory and Skill Development*, 1981, available from C. H. Publishing Company, 312 Irving St., Wheaton, IL 60187.

[4] Raymond E. Callahan, *Education and the Cult of Efficiency* (Chicago: University of Chicago Press, 1962).

CLASSROOM ORGANIZATION AND MANAGEMENT

Jere Brophy

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Despite its recognized importance, there was little systematic research on the topic of classroom management until the last 10 - 15 years. Teachers seeking advice on how to organize and manage their classrooms had to rely on psychological theories developed outside classroom settings or on the "bag of tricks" suggestions of individual teachers. Unfortunately, many of the theory-based ideas were incorrect or impractical for classroom use, and the experienced-based advice was unsystematic and often contradictory. As a result, teachers were often left with the impression that classroom management is purely an art rather than partly an applied science, and that "you have to find out what works best for you!"

Classroom research conducted in the last 10 - 15 years has improved this situation dramatically. Research by several teams of investigators has developed clear and detailed information about how successful teachers organize and manage their classrooms, including information about how they get off to a good start at the beginning of the year. If learned and applied systematically, the principles to be discussed here will enable teachers to establish their classrooms as effective learning environments and to prevent or successfully cope with most of the conduct problems that students present. There is less classroom research available on methods of handling students with chronic problems who require more intensive or individualized treatment, but even here, more information is becoming available and there is a growing consensus about which problem solving strategies are both practical and effective for use by teachers.

Prior to discussion of the principles themselves, a few of the assumptions underlying the perspective on effective classroom organization and management taken in this paper should be mentioned. One is that the teacher is both the authority figure and the instructional leader in the classroom. Students can be invited to share in decision making about what and how to learn and about appropriate classroom conduct, but the teacher retains ultimate authority and responsibility. This assumption conflicts with the views of certain radical critics of education, but it matches the perceptions of most school administrators, teachers, and parents. Furthermore, recent research (Metz, 1978; Nash, 1976) indicates that it matches the views of students, as well.

A second basic assumption is that good classroom management implies good instruction, and vice versa. Recent research makes it very clear that successful classroom management involves not merely responding effectively when problems occur but preventing problems from occurring very frequently in the first place. In turn, this prevention is accomplished primarily by good planning, curriculum pacing, and instruction that keeps students profitably engaged in appropriate academic activities. Furthermore, instruction is involved in much of the activity that would ordinarily be described as classroom management, as when teachers provide their students with instruction in and opportunities to practice the procedures to be used during everyday classroom routines. We can discuss classroom management separately from instruction in the formal curriculum, but in practice these two key teaching tasks are interdependent. Because successful classroom managers maximize the time that their students spend engaged in academic tasks, they also maximize their students' opportunities to learn academic content, and this shows up in superior performance on achievement tests (Brophy, 1979; Fisher, et. al., 1980; Good, 1979; Rosenshine & Berliner, 1978).

A third assumption built into the perspective taken in this paper is that optimal classroom organization and management strategies are not merely effective, but cost/effective. Consequently, there will be little consideration of approaches that are unfeasible for most teachers (token economies, extended psychotherapy approaches) or likely to engender undesirable side effects (certain authoritarian or punitive approaches).

The Well Organized and Managed Classroom

Let us begin with the look and feel of a classroom that is functioning efficiently as a successful learning environment. First, it reveals organization, planning, and scheduling. The room is divided into distinct areas furnished and equipped for specific activities. Equipment that must be stored can be removed and replaced easily, and each item has its own place. Traffic patterns facilitate movement around the room, and minimize crowding or bumping. Transitions between activities are accomplished efficiently following a brief signal or a few directions from the teacher, and the students seem to know where they are supposed to be, what they are supposed to be doing, and what equipment they will need (Arlin, 1979).

The students appear attentive to the teacher's presentation and responsive to questions. Lessons, recitations, and other gr activities move along at a brisk pace, although they are structu so that subparts are discernible and separated by clear transiti When students are released to work on their own, they seem to kn what to do and to settle quickly into doing it. Usually, they c tinue the activity through to completion without difficulty, and then turn to some new approved activity. If they do need help, they can get it from the teacher or some other source, and thus can quickly resume their work. To an untrained observer, the cl room seems to work automatically, without much teacher effort de voted to classroom management. Classroom research has establish however, that such well-functioning classrooms do not just happe Instead, they result from consistent teacher efforts to create, maintain, and (occasionally) restore conditions that foster effective learning.

Kounin (1970) and his colleagues first showed this conclusi ly in a videotaped study of two types of classrooms. The first type included the smooth functioning classrooms described in the previous paragraph. In contrast, teachers in the comparison cla rooms were fighting to keep the lid on. Activities suffered fro poor attention and frequent disruption. Transitions were length and often chaotic. Much of the teachers' time was spent dealing with student misconduct.

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Kounin and his colleagues began by analyzing the videotape from these classrooms in detail, concentrating on teachers' meth of dealing with student misconduct and disruption. Given the great differences in classroom management success displayed by these two groups of teachers, the researchers expected to see large and systematic differences in methods of dealing with student misconduct. To their surprise, they found no systematic differences at all! Good classroom managers were not notably different from poor classroom managers *when responding to student misconduct*.

Fortunately, the researchers did not stop at this point. In the process of discovering that the two groups of teachers did not differ much in their responses to disruptive students, they noted that the teachers differed in other ways. In particular, the effective classroom managers systematically did things to minimize the frequency with which students became disruptive in the first place. Some of these teacher behaviors are as follows.

Withitness. Effective managers nipped problems in the bud before they could escalate into disruption. They were able to do this because they monitored the classroom regularly, stationing themselves where they could see all of the students and scan all parts of the classroom continuously. This and related behaviors let students know that their teachers were "with it" -- aware of what was happening at all times and likely to detect inappropriate behavior early and accurately.

Overlappingness. Effective managers also had learned to do more than one thing at a time when necessary. When conferring with an individual pupil, for example, they would continue to monitor events going on in the rest of the classroom. When teaching reading groups, they would deal with students from outside the group who came to ask questions, but in ways that did not involve disrupting the reading group. In general, they handled routine housekeeping tasks and met individual needs without disrupting the ongoing activities of the class as a whole.

Signal continuity and momentum in lessons. When teaching the whole class or a small group, effective managers were well prepared and thus able to move through the activity at a brisk pace. There were few interruptions due to failure to bring or prepare a prop, confusion about what to do next, the need to stop and consult the teacher's manual, false starts, or backtracking to present information that should have been presented earlier. Minor, fleeting inattention was ignored. More serious inattention was dealt with before it escalated into disruption, but in ways that were not themselves disruptive. Thus, these teachers would move near to the inattentive students, use eye contact where possible, direct a question or comment to them, or cue their attention with a brief comment. They would not, however, interrupt the lesson unnecessarily by delivering extended reprimands or other overreactions that would focus everyone's attention on the inattentive students rather than the lesson content. In general, these methods were effective because students tend to be attentive (and their inattention tends to be fleeting) when they are presented with a continuous academic "signal" to attend to. Problems tend to set in when they have no clear "signal" to attend to or task to focus on, and these problems will multiply in frequency and escalate in intensity the longer the students are left without such a focus.

Group alerting and accountability in lessons. In addition to conducting smooth, briskly paced lessons which provided students with a continuous signal on which to focus attention, effective classroom managers used presentation and questioning techniques designed to keep the group alert and accountable. These included looking around the group before calling on someone to recite, keeping the students in suspense as to whom would be called on next by selecting randomly, getting around to everyone frequently, interspersing choral responses with individual responses, asking for volunteers to raise their hands, throwing out challenges by declaring that the next question would be difficult or tricky, calling on listeners to comment upon or correct a response, and presenting novel or interesting material. The idea here is to keep students attentive to presentations because something new or exciting could happen at any time, and to keep them accountable for learning the content by making them aware that they might be called upon at any time.

Variety and challenge in seatwork. Kounin was one of the first to recognize that students spend much (often a majority) of their classroom time working independently rather than under the direct supervision of the teacher, and that the appropriateness and interest value of the assigned work will influence the quality of task engagement during these times. Ideal seatwork is selected to be at the right level of difficulty (easy enough to allow successful completion but difficult or different enough from previous work to provide a degree of challenge to each student), and within this, to include enough variety to stimulate student interest.

Subsequent research has supported most of Kounin's recommendations. In a correlational study at the second and third grade level (Brophy & Evertson, 1976), and in an experimental study of instruction in first grade reading groups (Anderson, Evertson, & Brophy, 1979), indicators of withitness, overlappingness, and smoothness of lesson pacing and transitions were associated both with bett group management, and with better student learning. However, these studies did not support some of the group alerting and accountabilit techniques, especially the notion of being random and unpredictable in calling on students to recite. Good and Grouws (1977), in a study of fourth grade mathematics instruction, found that group alerting was positively related to student learning but accountability was related curvilinearly (teachers who used a moderate amount were more successful than those who had too much or too little). These various findings are all compatible with the interpretation that group alerting and accountability devices are appropriate for occasional use within classroom management contexts established by the apparently more fundamental and important variables of withitness, overlappingness, signal continuity and momentum in lessons, and variety and appropriate level of challenge in seatwork activitie Group alerting and accountability devices do stimulate student attention in the short run, but if they have to be used too often, it is likely that the teacher is failing to implement some of the more fundamental classroom management strategies sufficiently.

Recent research on teacher effectiveness in producing student learning gains also suggests a cautionary note about the appropriate level of challenge in seatwork assignments. This work suggests that learning proceeds most efficiently when students enjoy very high rates of success in completing tasks correctly (that is, where the tasks are easy for them to do). Where the teacher is present to monitor responses and provide immediate feedback (such as during recitations), success rates of at least 70-80% should be expected (Brophy & Evertson, 1976). Where students are expected to work on their own, however, success rates of 95 - 100% will be necessary (Fisher, et. al., 1980). This point deserves elaboration, because to many obervers, a 95% success rate seems too high, suggesting a lack of challenge. Bear in mind that we are talking about independent seatwork and homework assignments that students must be able to progress through on their own, and that these assignments demand application of hierarchically organized knowledge and skills that must be not merely learned but mastered to the point of overlearning if they are going to be retained and applied to still more complex material. Confusion about what to do or lack of even a single important concept or skill will frustrate students' progress, and lead to both management and instructional problems for teachers. Yet, this happens frequently. Observational study suggests that, to the extent that students are given inappropriate tasks, the tasks are much more likely to be too difficult than too easy (Fisher, et. al., 1980; Gambrell, Wilson, & Gantt, 1981; Jorgenson, 1977). Thus, although varie and other features that enhance the interest value of tasks should be considered, and although students should not be burdened with busy work that involves no challenge at all, teachers should insure that whatever new or more difficult challenges may be involved in seatwork tasks can be assimilated by the students (i.e., the students can complete the tasks with a high rate of success). This will require differentiated assignments in many classrooms, at least in certain subjects.

Getting Off To A Good Start

Kounin's work established that the key to the well functioning classroom is maintaining a continuous academic focus for student attention and engagement, and avoiding "downtime" when students have nothing to do or are not sure about what they are supposed to be doing. His work also identified some of the key teacher behaviors involved in maintaining the classroom as an efficient learning environment on an everyday basis. He did not, however, deal with a question of great practical importance to teachers: How does one establish a well-managed classroom at the beginning of the year?

Brophy and Putnam (1979) and Good and Brophy (1978, 1980) suggested that the process begins with advanced preparation and planning done before the school year begins. Given the types of students and academic activities anticipated, what is the most efficient use of the available space? How should the furnishings be grouped and the equipment placed? Thought devoted to these questions when preparing the classroom for use by the students may maximize the degree to which students get the intended benefit from the equipment and activities (Nash, 1981).

Consideration of traffic patterns can make for smoother transitions later, and thoughtful equipment storage can minimize bottlenecks and lines. Consideration of student convenience in planning storage space can maximize the degree to which students can handle their personal belongings and school supplies on their own, thus minimizing their need to get instructions or help from the teacher. Thought devoted to appropriate procedures and routines for handling paper flow and other daily classroom business will produce clarity about procedures that will help students to know exactly what to do (and again, will maximize the degree to which they can handle things themselves without needing help or directions from the teacher)

These speculations based on Kounin's work have been validated and elaborated in great detail by Evertson, Emmer, Anderson, and their colleagues at the the Research and Development Center for Teacher Education at the University of Texas at Austin. In the first of a series of studies, these investigators intensively observed 28 third-grade teachers, visiting their classrooms frequently during the first few weeks of school and occasionally thereafter (Anderson, Evertson, & Emmer, 1980; Emmer, Evertson, & Anderson, 1980). Observers took detailed notes about the rules and procedures that teachers introduced to their students, their methods of doing so, and their methods of following up when it became necessary to employ the procedures or enforce the rules. In addition, every 15 minutes during each observation they scanned the classroom and recorded information on the percentage of students who were engaged in lessons, academic tasks, or other activities approved by the teacher. These student engagement data and other information from the observers' descriptions of the classroom were later used to identify successful and unsuccessful classroom managers.

This study made it clear that the seemingly automatic smooth-functioning observable throughout most of the school year in the classrooms of successful managers results from a great deal of preparation and organization at the beginning of the year. Successful managers spent a great deal of classroom time in the early weeks introducing rules and procedures. Room arrangement, materials storage, and other physical aspects had been prepared in advance. On the first day and throughout the first week, special attention was given to matters of greatest concern to the students (such as information about the teacher and their classmates, review of the daily schedule, description of times and practices for lunch and recess, where to put personal materials, access to the lavatory, when and where to get a drink). Classroom routines were introduced gradually as needed, without overloading students with too much information at one time.

Implementing classroom rules and procedures was more a matter of instruction than "control," although it was important for the teachers to follow through on their stated expectations. Effective managers not only told their students what they expected them to do, but personally modeled the correct procedures for them, took time to answer questions and resolve ambiguities, and, where necessary, allowed time for practice of the procedures with feedback as needed. In short, key procedures and routines were taught to the students during more or less formal lessons, just as academic content is taught.

In addition, effective managers were thorough in following up on their expectations. They reminded students of key aspects of procedures shortly before they were to carry them out, and they scheduled additional instruction and practice when procedures were not carried out properly. The students were monitored carefully and not "turned loose" without careful direction. Consequences of appropriate and inappropriate behavior were clearer than in other classrooms, and were applied more consistently. Inappropriate behavior was stopped more quickly. In general, the more effective managers showed more of three major clusters of behavior:

Behaviors that conveyed purposefulness. Students were held accountable for completing work on time (although the teachers taught them to pace themselves using the clock). Regular times were scheduled each day to quickly review independent work (so that difficulties could be identified and follow up assistance could be offered quickly). The teachers regularly circulated through the room during seatwork, checking on each student's progress. Completed papers were returned to students as soon as possible, with feedback. In general, effective managers showed concern about maximizing the time available for instruction, and about seeing that their students learned the content (and not just that they remained quiet).

Behaviors that taught students how to behave appropriately. Effective managers were clear about what they expected and what they would not tolerate. In particular, they focused on what students should be doing, and on teaching them how to do it when necessary. This included the "don'ts" involved in keeping order and reasonable quiet in the classroom, but it stressed behaviors that were more prescriptive and learning-related, such as how to read and follow directions for independent work. Responses to failure to follow these procedures properly stressed specific corrective feedback rather than criticism or threat of punishment. In general, the stress was on teaching (presumably willing) students what to do and how to do it, rather than on manipulating (presumably unwilling) students through reward and punishment.

Teacher skills in diagnosing students' focus of attention. Effective managers were sensitive to student concerns and continually monitored their students for signs of confusion or inattention. They arranged desks so that students could easily face the point in the room where they most often focused attention. They used variations in voice, movement, and pacing to refocus attention during lessons. Daily activities were scheduled to coincide with changes in students' readiness to attend vs. needs for physical activity. Activities had clear beginnings and endings, with efficient transitions in between. In general, the teachers required active attention of all students when important information was being given.

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Even after these early weeks of the school year, effective managers were consistent in maintaining desired routines. They devoted less time to procedural instruction and practice, but they continued to give reminders and remedial instruction when necessary, and they remained consistent in enforcing their expectations.

Follow-up work at the junior high school level (Emmer & Evertson, 1980; Sanford & Evertson, 1981) revealed similar differences between effective and ineffective classroom managers, although the junior high school teachers did not need to put as much emphasis on rules and procedures, especially on teaching the students how to follow them. It was especially important, however, for junior high school teachers to communicate their expectations clearly, monitor their students for compliance, and maintain student responsibility for engaging in and completing work assignments (see also Moscowitz & Hayman, 1976).

More recently, this research team has followed up their observational studies with intervention studies, in which teachers are trained in effective classroom management techniques, using extremely detailed manuals based on their earlier work. These intervention studies have been successful in improving teachers' classroom management skills, and consequently, students' task engagement rates. As intervention studies are completed, the training manuals are revised and then made available at cost to teachers and teacher educators. The junior high manual is still under revision, but the elementary manual is already available (Evertson, Emmer, Clements, Sanford, Worsham, & Williams, 1981).

Supplemental Group Management Techniques

The classroom organization and management techniques identified by Kounin and his colleagues and by Evertson, Emmer, Anderson, and their colleagues complement one another and, taken together, appear to be both necessary and sufficient for establishing the classroom as an effective learning environment. It is clear from this research that the key to effective classroom management is prevention: Effective classroom managers are distinguished by their success in preventing problems from arising in the first place, rather than by special skills for dealing with problems once they occur. It is also clear that their success is not achieved through a few isolated techniques or gimmicks, but instead is the result of a systematic approach to classroom management which starts with advanced preparation and planning before the school year begins, is implemented initially through systematic communication of expectations and establishment of procedures and routines at the beginning of the year, and is maintained throughout the year, not only by consistency in following up on stated expectations, but by presenting the students with a continuous stream of well chosen and well prepared academic activities which focus their attention during group lessons and engage their concentrated efforts during independent work times.

Such a thorough and integrated approach to classroom management, if implemented continuously and linked with similarly thorough and effective instruction, will enable teachers to prevent most problems from occurring in the first place and to handle those that do occur with brief, non-disruptive techniques. This approach appears to be both necessary (less intensive or systematic efforts are unlikely to succeed) and sufficient (the teacher establishes the classroom as an effective learning environment without requiring more intensive or cumbersome techniques such as token economies). Yet, some students with intensive personal or behavioral problems will require individualized treatment in addition to (not instead of) the group management techniques described above, and many teachers will want to pursue broader student socialization goals beyond establishing the classroom as an effective learning environment (developing good group dynamics, promoting individuals' mental health and personal adjustment, etc.). Additional techniques beyond those already described can and should be used for these purposes, although it should be recognized that they are supplements to, and not substitutes for, the set of basic techniques already described.

Group Relationships

Recent research has produced a great deal of information useful to teachers concerned about establishing good interpersonal relationships and group dynamics in their classrooms, including information about how to overcome the social barriers that are often associated with differences in sex, race, social class, or achievement level. This research makes it clear that merely bringing antagonistic or voluntarily segregated groups together for frequent contact will not by itself promote prosocial, integrated activities (in fact, it may even increase the level of group conflict).

Prosocial outcomes can be expected, however, when students from different groups are not merely brought together but involved in cooperative activities, especially interdependent activities that require the active participation of all group members to insure successful accomplishment of the group mission (Aronson, et. al., 1979; Johnson & Johnson, 1975; Sharan, 1980; Slavin, 1980).

An example is the Jigsaw approach (Aronson, et. al., 1978), in which group activities are arranged so that each member of the group possesses at least one key item of unique information which is essential to the group's success. This requires the brighter and more assertive students who might ordinarily dominate group interaction to the exclusion of their peers (Webb, 1980) to encourage the active participation of everyone, and to value everyone's contribution. It also encourages the slower and more reticent students, who might otherwise contribute little or nothing, to participate actively in group activities and consider themselves as true group members and important contributors.

The Teams - Games - Tournaments (TGT) approach accomplishes similar goals in a different way (Slavin, 1980). Here, students are divided into teams (in which members vary in sex, race, achievement level, etc.) which compete for prizes awarded for academic excellence. In addition to working together as a team on whatever cooperative activities may be included in the program, team members contribute to their teams' point totals through their performance on seatwork and other independent activities. Each team member contributes roughly equally to the team's relative success, because points are awarded according to a handicapping system in which performance standards are based on each individual's previous levels of success. Thus, low achievers who succeed in meeting the performance standards assigned to them contribute as much to their team's total score as high achievers who succeed in meeting the performance standards assigned to them. This approach has been shown to improve the quantity and quality of contact among team members inside and outside of the classroom, and it sometimes leads to improved achievement in addition to improved interpersonal relationships (Slavin, 1980).

Other approaches in which group members cooperate to pursue common goals have been successful in promoting good group dynamics (see Stanford, 1977, regarding the formation and development of classroom groups), and approaches which allow individuals to display unique knowledge or skills have been successful in enhancing the social status or peer acceptance of the individuals involved. In general, successful techniques have in common the fact that they do not merely bring together individuals who do not often interact, but bring them together in ways that require them to cooperate prosocially or allow them to see positive attributes in one another that they might not have become aware of otherwise. In addition to these group based approaches, there are a variety of social skills training approaches that teachers can use to coach socially isolated or rejected students in such skills as initiating interactions with their peers, reinforcing prosocial contact, and the like (Cartledge and Milburn, 1988).

Behavior Modification Techniques

Techniques of behavior analysis and behavior modification are often recommended to teachers based on social learning theory: Reward desirable behavior and extinguish (by ignoring) undesirable behavior, or if necessary, punish undesirable behavior (O'Leary & O'Leary, 1977; Krumboltz & Krumboltz, 1972). Early applications were mostly limited to the shaping of the behaviors (such as staying in the seat or remaining quiet) of individual students through material or social reinforcement. Since then, systems have been developed for use with the class as a whole (Thompson, et. al., 1974 there has been a shift of emphasis from inhibiting misconduct to rewarding good academic performance (Kazdin, 1977) and from controlling students externally to teaching them to learn to control themselves (Meichenbaum, 1977; McLaughlin, 1976), and techniques have proliferated. Procedures for increasing desired behavior include praise and approval, modeling, token reinforcement programs, programmed instruction, self-specification of contingencies, self-reinforcement, establishment of clear rules and directions, and shaping Procedures for decreasing undesired behavior include extinction, reinforcing incompatible behaviors, self-reprimands, time out from reinforcement, relaxation (for fears and anxiety), response cost (punishment by removal of reinforcers), medication, self-instruction, and self-evaluation. The breadth of this list indicates the practical orientation of contemporary behavior modifiers, as well as the degree to which they have embraced techniques which originated elsewhere and which have little or nothing to do with social learning theory or reinforcement.

Most of the early, reinforcement-oriented behavior modification approaches proved impractical for most teachers. For example, the financial and time costs involved in implementing token economy systems make these approaches unacceptable to most teachers, although token economies have been popular with special education teachers working in resource rooms where individualized learning programs and a low student-teacher ratio make them more feasible (Safer & Allen, 1976). Approaches based on social rather than material reinforcement are less cumbersome, but they have problems of their own. For one thing, a single teacher working with a class of 30 students will not be able to even keep track of, let alone systematically reinforce, all of the desirable behaviors of each individual student (Emery & Marholin, 1977). Secondly, praise and other forms of social reinforcement by teachers do not have powerful effects on most students, at least after the first grade or two in school. Thirdly, the "praise and ignore" formula so often recommended to teachers as a method of shaping desirable behavior has inherent drawbacks that limit its effectiveness in classroom situations. Praising the desirable behavior of classmates is a less efficient method of shaping the behavior of the target student than more direct instruction or cuing would be. Furthermore, ignoring undesirable behavior will have the effect of

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extinguishing it only if the behavior is being reinforced by teacher attention. This is probably true of only a small minority of the undesirable behaviors that students display, and even where it is true, ignoring the problem may lead to escalation in intensity or spread to other students, as Kounin (1970) has shown. Thus, the principles of extinction through ignoring and of shaping behavior through vicarious reinforcement delivered to the peers of the target student cannot be applied often in the ordinary classroom, and certainly cannot be used as the basis for a systematic approach to classroom management.

Reinforcement can be used efficiently to shape behavior when it is applied directly to the target student and delivered as a consequence of the performance of desired behavior (at least to some degree; it has become clear that the reinforcers under the control of most teachers are numerous but weak, so that certain behaviors by certain students cannot literally be controlled by teacher-administered reinforcement). Although this can bring about desired behavior and even academic performance, it does so through processes of extrinsic reinforcement, which may reduce the degree to which students find working on or completing school tasks to be intrinsically rewarding (Lepper & Greene, 1978). The degree to which this is likely to occur depends on the degree to which students are led to believe that they are performing solely to obtain the extrinsic rewards, and not because the performance is inherently satisfying or involves the acquisition or exercise of valued skills. Thus, the motivational effect of controlling students' behavior through reinforcement will be determined by the meanings that the students are led to attribute to the reinforcement process. Drawing on the work of several attribution theorists, Brophy (1981) developed the guidelines shown in Figure 1 for using praise in ways that would not only shape students' behavior but encourage rather than discourage their development of associated intrinsic motivation. The same guidelines would apply to the use of any reinforcer, not just praise.

Notice that the principles summarized in Figure 1 stress teaching students how to think about their behavior rather than merely reinforcing it. They also stress the devlopment of self-monitoring and self control of behavior. These are representative of the general changes that have been introduced into applications of behavior modification to classrooms. For example, teachers desiring to shape student behavior through reinforcement are now being advised not merely to reinforce contingently, but to draw up a formal contract with the student in advance, specifying precisely the performance standards that must be attained to earn the promised rewards. This "contingency contracting" approach can be used to specify improvements in both conduct and academic performance. The technique allows teachers to individualize arrangements with separate students, and it places more emphasis on student self-control, self-management, and self-instruction, and less on one-to-one relationships between specific behaviors and specific rewards. Contracts can be helpful in dealing with students who are poorly motivated, easily distracted, or resistant to school work

Figure 1. Guidelines for Effective Praise[1]

EFFECTIVE PRAISE	INEFFECTIVE PRAISE
1. is delivered contingently	1. is delivered randomly or unsystematically
2. specifies the particulars of the accomplishment	2. is restricted to global positive reactions.
3. shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.	3. shows a bland uniformity which suggests a conditioned response made with minimal attention.
4. rewards attainment of specified performance criteria (which can include effort critiaria) however).	4. rewards mere participation, without consideration of performance processes or outcomes.
5. provides information to students about their competence or the value of their accomplishments.	5. provides no information at all or gives students information about their status.
6. orients students toward better appreciation of their own task-related behavior and thinking about problem solving.	6. orients students toward comparing themselves with others and thinking about competing.
7. uses students' own prior accomplishments as the context for describing present accomplishments.	7. uses the accomplishments of peers as the context for describing students' present accomplishments.
8. is given in recognition of noteworthy effort or success at difficult (for this student) tasks.	8. is given without regard to the effort expended or the meaning of the accomplishment (for this student).
9. attributes success to effort and ability, implying that similar successes can be expected in the future.	9. attributes success to ability alone or to external factors such as luck or (easy) task difficulty.
10. fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).	10. fosters exogenous attributions (students believe that they expend effort on the task for external reasons -- to please the teacher, win a competition or reward, etc.).
11. focuses students' attention on their own task-relevant behavior.	11. focuses students' attention on the teacher as an external authority figure who is manipulating them.
12. fosters appreciation of, and desirable attributions about, task relevant behavior after the process is completed.	12. intrudes into the ongoing process, distracting attention from task relevant behavior.

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[1] From Brophy, Jere E., "Teacher Praise: A Functional Analysis." Review of Educational Research, Spring 1981, pp. 5-32. Copyright 1981, American Educational Research Association, Washington, D. C.

or the teacher.

Experience with some of the elements involved in contingency contracting, such as goal setting and self-monitoring of behavior, led to the realization that these elements can have important positive effects of their own, independent of reinforcement. For example, inducing students to set goals for themselves can lead to performance increases, especially if those goals are specific and difficult rather than vague or too easy (Rosswork, 1977). Apparently, engaging in the process of setting goals not only provides students with specific objectives to pursue, but leads them to concentrate their efforts and monitor their performance more closely. The process does not work always or automatically, however. Sagotsky, Patterson, and Lepper (1978) found that exposure to goal setting procedures had no significant effect on students' study behavior or academic achievement, largely because many of the students did not follow through by actually using the goal setting procedures they had been shown.

That same study did show the effectiveness of self monitoring procedures, however. Students taught to monitor and maintain daily records of their own study behavior did show significant increases in both the study behavior and tested achievement (Sagotsky, Patterson, & Lepper, 1978). This was but one of many studies illustrating the effectiveness of procedures designed to help students monitor their own classroom behavior more closely and control it more effectively (Glynn, Thomas, & Shee, 1973; McLaughlin, 1976; O'Leary & Dubey, 1979; Rosenbaum & Drabman, 1979). These procedures based on developing self control in students have two potential advantages over earlier procedures which depended on external control by the teacher (to the extent that they are implemented successfully). First, as noted previously, reinforcement oriented approaches to classroom management which depend on the teacher as the dispenser of reinforcement are impractical in the typical classroom, where a single teacher must deal with 30 students. Even the most skillful and determined teacher cannot continuously monitor all of the students and reinforce all of them appropriately. When responsibility for monitoring (and perhaps reinforcing) performance is shifted from the teacher to the students, this bottleneck is removed. Second, to the extent that teachers are successful in using behavior modification methods to shape student behavior, the effects depend upon the presence and activity of the teacher and thus do not generalize to other settings nor persist beyond the term or school year. Again, to the extent that students can learn to monitor and control their own behavior in school, they may also be able to generalize and apply these self control skills in other classrooms or even in non-school settings.

Self control skills are typically taught to students using a variety of recently developed procedures that Meichenbaum (1977) has called "cognitive behavior modification." One such technique combines modeling with verbalized self instructions. Rather than just tell students what to do, the model (teacher) demonstrates the process. The demonstration includes not only the physical motions involved, but verbalization of the thoughts and other self-talk (self-instructions, self-monitoring, self-reinforcement) that would accompany the physical motions involved in doing the task. For example, Meichenbaum and Goodman (1971) used the technique with cognitively impulsive students who made many errors on a matching-to-sample task because they would respond too quickly, settling on the first response alternative that looked correct rather than taking time to examine all of the response alternatives before selecting the best one. Earlier studies had shown that simply telling these students to take their time, or even requiring them to inhibit their response for a specified delay period, did not improve their performance because the students did not use this time to examine the available alternatives. They simply waited until the time period was up. However, the technique of modeling with verbalized self instructions stressed the importance of carefully observing each alternative. As the models "thought out loud" while demonstrating the task, they made a point of resisting the temptation to settle on an alternative that looked correct before examining all of the rest, reminded themselves that one can be fooled by small differences in detail that are not noticed at first, etc. This approach was successful in improving performance on the task, because the students learned to carefully compare each alternative with the model before selecting their response. Rather than merely imposing a delay on their speed of response, the treatment presented them with a strategy for responding to the task successfully, and presented this strategy in a form that the students could easily understand and apply themselves.

Modeling combined with verbalized self instructions (as well as various related role play approaches) can be helpful with a great variety of student problems. Meichenbaum (1977) describes five stages to this approach: 1) an adult models a task while speaking aloud (cognitive modeling); 2) the child performs the task under the model's instruction (overt, external guidance); 3) the child performs the task while verbalizing self instructions aloud (overt self guidance); 4) the child whispers self instructions while doing the task (faded overt self guidance); 5) the child performs the task under self guidance via private speech (covert self instruction). Variations of this approach have been used not only to teach cognitively impulsive children to approach tasks more effectively, but also to help social isolates learn to initiate activities with their peers, to teach the students to be more creative in problem solving, to help aggressive students learn to control their anger and respond more effectively to frustration, and to help frustrated and defeated students to learn to cope with failure and respond to mistakes with problem solving efforts rather than withdrawal or resignation.

Recent applications include the "turtle" technique of Robin, Schneider, and Dolnick (1976), in which teachers teach impulsive and aggressive students to assume the "turtle" position when upset. The students learn to place their heads on their desks, close their eyes, and clench their fists. This gives them an immediate response to use in anger provoking situations, and buys time that enables them to delay inappropriate behavior and think about constructive solutions to the problem. The "turtle" position is actually not essential; the key is training children to delay impulsive responding while they gradually relax and think about constructive alternatives. However, it is a gimmick that many younger students find enjoyable, and may also serve as a sort of crutch to certain children who might otherwise not be able to delay successfully.

Similarly, the "Think Aloud" program of Camp and Bash (1981) is designed to teach children to use their cognitive skills to guide their social behavior and to learn to cope with social problems. It is especially useful with students in the early grades, especially those prone to paranoid interpretations of peers' behavior or aggressive acting out as a response to frustration. In general, although generalization of skills taught through cognitive interventions has not yet been demonstrated convincingly (Pressley, 1979), approaches featuring modeling, verbalized self instructions, and other aspects of self monitoring and self control training appear to be very promising for use in classrooms, both as instructional techniques for students in general and as remediation techniques for students with emotional or behavioral problems (McLaughlin, 1976; O'Leary & Dubey, 1979; Rosenbaum & Drabman, 1979).

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Individual Counseling and Therapy

In addition to behavior modification techniques, a variety of techniques developed by counselors and psychotherapists have been recommended for use by teachers with students who have chronic personal or behavioral problems. Early on, many of these approaches stressed psychoanalytic or other "depth" interpretation of behavior and treatment through methods such as free association or acting out of impulses against substitute objects to achieve catharsis or gratification. Many of these early theories have proven unnecessary or incorrect, and the early treatment methods have proven ineffective or unfeasible for consistent use by most teachers.

More recently, however, therapy-based suggestions to teachers have shifted concern from unconscious motivations to overt behaviors, from long term general treatment toward briefer crisis intervention, and from viewing disturbed students as "sick" toward viewing them as needing information or insight which will allow them to understand themselves better and achieve better control over their emotions and behavior. As a result, these therapy-based notions have become more compatible with one another and with the cognitive behavior modification approaches described above. Suggestions from different sources are mostly complementary rather than contradictory, and taken together they provide the basis for systematic approaches to counseling problem students.

Dreikurs (1968) sees disturbed students as reacting to their own feelings of discouragement or inferiority by developing defense mechanisms designed to protect self esteem. He believes that students who do not work out satisfactory personal and group adjustments at school will display symptoms related to seeking after one of the following goals (listed in increasing order of disturbance):

attention, power, revenge, or display of inferiority. He then suggests how teachers can determine the purpose of student symptoms by analyzing the goals that the students seem to be pursuing and the effects that the students' behavior seems to be having on the teacher, and also suggests ways that teachers can use this information to help students eliminate their need to continue such behavior.

Morse (1971) describes the "life space interview," in which teachers work together with students until each understands troublesome incidents and their meanings to the student, and until ways to prevent repetition of the problem are identified. During these interviews, the teacher lets the students get things off their chests and makes an effort to appreciate the students' perceptions and beliefs, but at the same time forces the students to confront unpleasant realities, tries to help the students develop new or deeper insights, and, following emotional catharsis and problem analysis, seeks to find mutually agreed upon solutions.

Good and Brophy (1978, 1980) present similar advice about maintaining a neutral but solution oriented stance in dealing with student conflict, conducting investigations in ways that are likely to obtain the desired information and avoid escalating the conflict, negotiating agreements about proposed solutions, obtaining commitment, and promoting growth through modeling and communication of positive expectations.

Gordon (1974) discusses the need to analyze the degree to which parties to a conflict "own" the problem. The problem is owned by the teacher but not the student if only the teacher's needs are being frustrated (as when a student persistently disrupts class by socializing with friends). Conversely, the student owns the problem when the student's needs are being frustrated (such as when a student is rejected by the peer group through no fault of the teacher). Finally, teachers and students share problems in situations where each is frustrating the needs of the other. Gordon believes that student owned problems call for a generally sympathetic and helpful stance, and in particular, an attempt to understand and clarify the student's problem through "active listening." During active listening, the teacher not only listens carefully to the student's message, tries to understand it from the student's point of view, and reflects it back accurately to the student, but also listens for the personal feelings and reactions of the student to the events being described, and reflects understanding of these to the student, as well. When the teacher owns the problem, it is necessary for the teacher to communicate the problem to the student, using "I" messages which state explicitly the linkages between the student's problem behavior, the problem that the behavior causes the teacher (how it frustrates the teacher's needs), and the effects of these events on the teacher's feelings (discouragement, frustration). The idea here is to minimize blame and ventilation of anger, and to get the student not only to recognize the problem behavior itself but to see its effects on the teacher.

Gordon believes that active listening and "I" messages will help teachers and students to achieve shared rational views of problems, and help them to assume a cooperative, problem solving attitude. To the extent that conflicts are involved, he recommends a "no lose" method of finding the solution that will work best for all concerned. The six steps in the process are: define the problem; generate possible solutions; evaluate those solutions; decide which is best; determine how to implement this decision; and assess how well the solution is working later (with negotiation of the new agreement if the solution is not working satisfactorily to all concerned).

Glasser (1969, 1977) has suggested applications of what he calls "reality therapy" to teachers, providing guidelines for both general classroom management and problem solving with individual students. The title of his book, Schools Without Failure (Glasser, 1969) illustrates his interest in a facilitative atmosphere in the school at large, and not just in individual teacher-student relationships. In that book he advocated that classroom meetings be used for teachers and students to jointly establish classroom rules, adjust these rules, develop new ones when needed, and deal with problems. This part of his approach is not as well accepted as his later suggestions, because many teachers oppose student self government on principle, and others find it overly cumbersome and time consuming. Also, it can involve exposure of vulnerable individuals to public scrutiny and pressure, violation of confidences, and other ethical problems.

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More recently, Glasser (1977) has advanced what he calls his "ten steps to good discipline", which he describes as a constructive and nonpunitive but no-nonsense approach. It is predicated on the beliefs that: students are and will be held responsible for their in-school behavior; rules are reasonable and fairly administered; and teachers maintain a positive, problem solving stance in dealing with students.

Glasser's ten-step approach is intended for use with students who have not responded to generally effective classroom management (thus, like other techniques described in this section, it is a supplement to the general principles described earlier in the paper, and not a starting place or basis for managing the class as a whole). Each consecutive step escalates the seriousness of the problem, and thus should not be implemented lightly. The ten steps are as follows:

1. Select a student for concentrated attention and list typical reactions to the student's disruptive behavior.
2. Analyze the list to see what techniques do and do not work, and resolve not to repeat the ones that do not work.
3. Improve personal relationships with the student by providing extra encouragement, asking the student to perform special errands, showing concern, implying that things will improve, etc.
4. Focus the student's attention on the disruptive behavior by requiring the student to describe what he or she has been doing. Continue until the student describes the behavior

accurately, and then request that he or she stop it.

5. Call a short conference, again have the student describe the behavior, and also state whether or not it is against the rules or recognized expectations. Then ask the student what he or she should be doing instead.

6. Repeat step five, but this time add that a plan will be needed to solve the problem. The plan will be more than a simple agreement to stop misbehaving, because this has not been honored in the past. The negotiated plan must include the student's commitment to positive actions designed to eliminate the problem.

7. Isolate the student or use time out procedures. During these periods of isolation, the student will be charged with devising his or her own plan for ensuring following of the rules in the future. Isolation will continue until the student has devised such a plan, gotten it approved by the teacher, and made a commitment to follow it.

8. If this does not work, the next step is in-school suspension. Now the student must deal with the principal or someone other than the teacher, but this other person will repeat earlier steps in the sequence and press the student to come up with a plan that is acceptable. It is made clear that the student will either return to class and follow reasonable rules in effect there, or continue to be isolated outside of class.

9. If students remain out of control or in in-school suspension, their parents are called to take them home for the day, and the process is repeated starting the next day.

10. Removal from school and referral to another agency for students who do not respond to the previous steps.

There is little systematic research available on the strategies described in this section. Survey data reported by Glasser (1977) indicate that implementation of his program has been associated with reductions in referral to the office, fighting, and suspensions, but neither his program nor any of the others described here has yet been evaluated systematically to the degree that behavior modification approaches have been evaluated. In part, this is because many of these approaches are new, so that many teachers have not yet heard of them and very few have received specific training in them.

This was shown clearly in a study by Brophy and Rohrkemper (1981), who observed and interviewed 44 teachers working in the innercity schools of a large metropolitan school system and 54 teachers working in more heterogeneous schools in a smaller city. All of the teachers had had at least three years of experience (most had 10 or more). Half were nominated by their principals as outstanding at dealing with problem students, and half as average in this regard.

Few of these teachers had had significant preservice or inservice training in how to manage classrooms or cope with problem students, so most of them had to learn from other teachers and from their own experience. Although many were quite successful, many were not, and even most of those who were successful relied on an unsystematic "bag of tricks" approach developed through experience and had problems articulating exactly what they did and why they did it. Gordon's notion of problem ownership proved useful in predicting the responses of these teachers to various classroom problems, in that most teachers responded with sympathy and attempted to help students who presented student owned problems but reacted unsympathetically and often punitively to students who presented teacher owned problems. Few teachers were aware of the term "problem ownership" or of Gordon's suggestions for handling classroom conflicts, however, and none used the problem ownership concept in conjunction with the problem solving methods that Gordon suggests.

Teachers' responses to interviews about general strategies for dealing with various types of problem students, along with their specific descriptions of how they would respond to vignettes depicting problems that such students typically cause in the classroom, did show some consistent correlations with principals' and observers' ratings of teacher effectiveness at dealing with problem students. One basic factor was willingness to assume responsibility. Teachers rated as effective made some attempt to deal with the problem personally, whereas teachers rated ineffective often disclaimed responsibility or competence to deal with the problem and attempted to refer it to the principal or someone else (counselor, social worker, etc.). Effective teachers often involved these other professionals as part of their attempt to deal with the problem, but they remained involved personally and did not try to turn over the entire problem to others, as the ineffective teachers did.

The second general difference was that the effective teachers used long term, solution oriented approaches to problems, whereas the ineffective teachers stressed short term desist/control responses. Effective teachers would check to see if symptomatic behavior was being caused by underlying personal problems (including home problems), and if so, what might be done about these underlying problems. If they suspected that students were acting impulsively or lacked sufficient awareness of their own behavior and its effects on others, they would call for socialization of these students designed to provide them with needed information and insights. If they were behavioristically oriented, they would consider offering incentives, negotiating contracts, or devising other ways to call attention to and reinforce desirable behavior. If they were more insight oriented, they would call for spending time with problem students individually, attempting to instruct and inform them, getting to know them better personally, and fostering insight with techniques much like Gordon's active listening. If they had more of a self concept/personal adjustment orientation, they would speak of encouraging discouraged students, building self esteem by arranging for and calling attention to success experiences, improving peer relationships, and so on. All of these various approaches seemed to be more successful than rejecting, punitive approaches or approaches limited to controlling troublesome behavior in the immediate situation without attempting to deal with larger underlying problems. None of the apparently effective approaches, however, seemed clearly superior to the others in every respect. In fact, a follow up study (Rohrkemper, 1981) comparing teachers who used behavior modification approaches successfully with teachers who used induction (insight oriented) approaches successfully suggested that each approach has its own (desirable) effects, so that a combined approach would be better than an emphasis on one to the exclusion of the other.

Context Differences

So far, this paper has been written as if principles of effective classroom organization and management were identical for all teachers and settings. To an extent, this is true, Advanced planning and preparation, clarity about rules, routines, and procedures, care in installing these at the beginning of the year and following up thereafter, and regular use of the group management techniques described by Kounin (integrated with an effective instructional program) are important in any classroom. So is the teacher's willingness to assume responsibility for exercising authority and socializing students by communicating expectations, providing instruction, stimulating insight, helping students to set and pursue goals, resolving conflicts, and solving problems. A great deal of classroom based research is available to guide teachers in developing many of these skills, and a consensus of opinion is available to support most of the rest. Thus, an internally consistent, mutually supportive collection of ideas and techniques is now available for training teachers in effective classroom management.

There still is much room for individual differences, however. For example, although it is important that students become clear about classroom rules and expectations, teachers can follow their own preferences regarding how these rules are determined (on a continuum from teacher as the sole authority who propounds the rules to the students to a democratic approach in which rules are adopted by majority vote at class meetings). Similarly, classrooms can be managed quite nicely without reliance on contingent reinforcement, but there is no reason that teachers who enjoy or believe in rewarding their students for good performance should not do so (although the principles outlined in Figure 1 should be kept in mind). As another example, it seems to be important that students have clear options available to them when they finish their assigned work, and that they learn to follow expectations concerning these options, but what these options are will be determined mostly by teacher preferences and beliefs about what is important (options may all require staying in seat or may involve moving to various learning or enrichment centers, for example, and options may differ in the degree to which they are required vs. optional or subject matter related vs. recreational).

In addition to these differences relating to teacher preference, there will be differences in what is appropriate for different classes of students. Brophy and Evertson (1978) identified four general stages of student intellectual and social development that have implications for classroom management:

Stage One (kindergarten - grade two or three): Most children are compliant and oriented toward conforming to and pleasing their teachers, but they need to be socialized into the student role. They require a great deal of formal instruction, not only in rules and expectations, but in classroom procedures and routines.

Stage Two (grades 2 - 3 through grades 5 - 6): Students have learned most of what they need to know about school rules and routines, and most remain oriented toward obeying and pleasing their teachers. Consequently, less time needs to be devoted to classroom management at the beginning of the year, and less cuing, reminding, and instructing is required thereafter.

Stage Three (grades 5 - 6 through grades 9 - 10): Students enter adolescence and become less oriented toward pleasing teachers and more oriented toward pleasing peers. Many become resentful or at least questioning of authority, and disruptions due to attention seeking, humorous remarks, and adolescent horseplay become common. Classroom management once again becomes more time consuming, but in contrast to Stage One, the task facing teachers is not so much one of instructing willing but ignoring students about what to do as it is motivating or controlling students who know what to do but are not always willing to do it. Also, individual counseling becomes more prominent, as the relative quiet and stability that most students show in the middle grades gives way to the adjustment problems of adolescence.

Stage Four (after grades 9 - 10): Most students become more personally settled and more oriented toward academic learning again. As in Stage Two, classroom management requires less teacher time and trouble, and classrooms take on a more businesslike, academic focus.

Note that these grade level differences in classroom management are more in how much effort is needed and in degree of emphasis given to various classroom management tasks, and not in the underlying principles. This seems to be the case with regard to other individual and group differences in students, as well. At any given grade level, the same basic classroom management principles and strategies seem to apply for boys as well as girls, blacks as well as whites, and for students of various ethnic and social class groups. Physically handicapped students being mainstreamed into regular classrooms may require special arrangements or assistance (see Chapter 24 in Good and Brophy, 1980), but this will be in addition to rather than instead of the principles described here. Similarly, these principles apply as well to students labeled emotionally disturbed as to other students (Kounin & Obradovic, 1968), although the disturbed students may need more individualized attention and closer monitoring.

Within limits, some adaptation to local expectations or common practice is appropriate. For example, middle class teachers typically expect students to maintain eye contact with them during disciplinary contacts, as a sign of both attention and respect. However, individuals in certain minority groups are taught to avert their eyes in such situations, and for them, maintaining eye contact may even connote defiance. Obviously, it is important for teachers working with such individuals to be aware of these cultural differences so as to be able to interpret their students' behavior correctly and respond to it appropriately. Similarly, such teachers need to be especially sensitive about avoiding unnecessary conflicts between themselves and their students. For example, student monitor roles should be confined to those that will not place students in conflict with the peer group, and appointments to peer leadership positions will require the involvement or at least the support of the existing peer leaders (Roberts, 1970; Riessman, 1962). In general, it seems important for teachers of any background and in any setting to be openminded and tolerant in dealing with students who come from very different social or cultural backgrounds.

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This does not necessarily mean catering to student preferences or automatically reinforcing their expectations, however. For example, middle class teachers accustomed to forbidding violence in connection with conflicts and forbidding language that they consider to be obscene tend to become noticeably more tolerant of these behaviors if they are assigned to work with lower class students, presumably in deference to local mores (Weiss & Weiss, 1975). Yet, Brookover, et. al. (1979) have shown that schools which are most effective with lower class students are those that propound and enforce standards for conduct and academic performance, and interviews with students regularly reveal that they are concerned about safety and that they expect and desire their teachers to enforce standards of conduct in the classroom (Metz, 1978; Nash, 1976). Thus, certain behavior should not be accepted even if it is common in the area in which the school is located.

As another example, many students from low socioeconomic status backgrounds are accustomed to authoritarian or even brutal treatment at home, but this is not what they need from their teachers. If anything, these students have a greater need for, and respond more positively to, teacher acceptance and warmth (Brophy & Evertson, 1976). Specifically in the case of minority group students who are alienated from school learning and discriminated against by the majority of the student body, successful teaching involves a combination of warmth with determination in demanding achievement efforts and enforcing conduct limits (Kleinfeld, 1975).

In general, then, the overall goals of classroom management for various categories of special students will be the same as they are for more typical students, although the specific methods used to accomplish these goals may differ somewhat. Distractible students may need study carrels or other quiet places to work, very slow students may need special tutoring and opportunities to get more frequent and personal help from the teacher; and poor workers may need contracts or other approaches that provide a record of progress, break tasks into smaller segments, or provide for more individualized reinforcement.

Conclusion

A comprehensive approach to classroom management must include attention to relevant student characteristics and individual differences, preparation of the classroom as an effective learning environment, organization of instruction and support activities to maximize student engagement in productive tasks, development of a workable set of housekeeping procedures and conduct rules, techniques of group management during active instruction, techniques of motivating and shaping desired behavior, techniques of resolving conflict and dealing with students' personal adjustment problems, and orchestration of all these elements into an internally consistent and effective system. Clearly, no single source or approach treats all of these elements comprehensively.

However, the elements for a systematic approach to classroom management can be gleaned from various sources (particularly recent and research based sources) that provide complementary suggestions. The research of Kounin and his colleagues and of Evertson, Emmer, Anderson, and their colleagues has provided extremely detailed information on how teachers can organize their classrooms, launch the year, and manage the classrooms on an everyday basis. There is less research support for suggestions about counseling individual students and resolving conflicts, but the approaches of cognitive behavior modifiers, Dreikurs, Glasser, Good and Brophy, Gordon, and Morse, among others, implicitly agree on a common set of principles. These include respect for student individuality and tolerance for individual differences, willingness to try to understand and assist students with special needs or problems, reliance on instruction and persuasion rather than power assertion, and humanistic values generally. However, they also recognize that students have responsibilities along with their rights, and that they will have to suffer the consequences if they persist in failing to fulfill those responsibilities. These ideas appear to mesh nicely with the evolving role of the teacher as a professional with particular expertise and specific but limited responsibilities to students and their parents, and with certain rights as the instructional leaders and authority figures in the classroom.

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Linda M. Anderson, Carolyn M. Evertson, & Edmund T. Emmer. Dimensions in classroom management derived from recent research. *Journal of Curriculum Studies*, 1980, *12*, 343-356.

This paper contrasts the behavior of successful and unsuccessful classroom managers at the third grade level. It reports data from the same study described in the paper by Emmer, Evertson, and Anderson (1980), but focuses on general differences between the two groups of teachers rather than only on differences seen in the first few weeks of the school year. It stresses three general clusters of teacher behavior:

1. *Teacher behaviors that convey purposefulness*: Holding students accountable for completing work within the alloted time, scheduling regular times each day to review completed work and give help or feedback, regularly circulating through the room during seatwork periods to check students, requiring participation of all students in group activities (including requiring consistent attention in addition to occasional overt participation), developing procedures for turning in completed work and noting student progress, and systematically providing feedback to students about the work they did. Other factors grouped here include showing concern that students learn the content and not merely be quiet, maximizing the time spent in instruction and minimizing the time spent in procedural matters and transitions, and in general, maintaining a businesslike emphasis on learning.

2. *Teaching students how to behave appropriately*: Stating expectations clearly and in behavioral terms, prescribing what

students should be doing rather than concentrating on what they should not, providing detailed instructions or modeling to make sure that students understood procedures, providing follow-up and feedback once the students begin using the procedures themselves, and helping students to discriminate when certain behaviors are appropriate and when they are not.

3. Diagnosing students' focus of attention: Being sensitive to students' needs and concerns, arranging seating so that students could easily face the point in the room where they most often focused attention, use of "tricks" for regaining attention during lessons (voice modulation, movement, pacing changes), clear beginnings and endings of activities, warnings prior to transitions, spacing directions for new activities to help prevent confusion, and consistently requiring the active attention of all students when important information is being given.

In addition to describing these effective teacher behaviors in detail, this paper provides instructive contrasting information by describing the parallel behaviors of ineffective classroom managers. This material makes it clear that the latter teachers are ineffective in getting their students to do what they want them to do because they are vague, confusing, inconsistent, or otherwise ineffective in stating and following through on their expectations, and not because they haven't learned how to "make the students behave."

Brophy, Jere. Teacher praise: A functional analysis. *Review of Educational Research*, 1981, *51*, 5-32.

This is an integrated review and critique of theory and research on teacher praise as a method of social reinforcement useful for motivating and shaping the behavior of students. It concludes that praise has been oversold to teachers, because it is a weak reinforcer for most students (at least after the first grade or two), and may even be counterproductive if used inappropriately. Most teachers seem to recognize this intuitively, and in fact use praise for a variety of purposes (such as encouragement) in addition to reinforcement of student behavior. Public praise actually occurs infrequently in most classrooms, which seems appropriate because it is often intrusive or embarrassing rather than reinforcing, and because even when it is reinforcing it often is delivered in ways that encourage students to attribute their behavior to extrinsic factors rather than intrinsic motivation.

These problems with the use of praise are not so much inherent in praise itself but reflective of teachers' needs for information about how to praise effectively. Drawing on theory and research by both reinforcement theorists and attribution theorists, the author presents guidelines for praising students in ways that will help them realize and value their own accomplishments and increase their intrinsic motivation for academic activities.

Brophy, Jere E. & Rohrkemper, Mary M. The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students. Journal of Educational Psychology, 1981, 73, 295-311.

The first of what will be a series of reports from a large study, this paper is based on the coding of teachers' responses to vignettes depicting classroom events involving problem students who disrupt activities or otherwise present teachers with some kind of problem requiring response. The data indicate that teachers were disposed to be sympathetic and helpful to students who presented student owned problems. These students tended to be seen as blameless victims of circumstances beyond their control, and yet teachers were confident of being able to help them. In contrast, teachers were predisposed to respond with rejection and controlling or punitive reactions to students who presented teacher owned problems. These students were seen as able to control themselves if they desired to do so, and thus as misbehaving deliberately or intentionally, and teachers were less confident of their ability to change these students meaningfully.

Although the concept of problem ownership was useful in predicting teachers' responses to the various vignettes, it was clear that few teachers were familiar with this concept, and that none used it systematically in conjunction with the techniques of conflict resolution suggested by Gordon (1974). Correlations of coding scores based on teacher responses to the vignettes with principals' and observers' ratings of teacher effectiveness at

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dealing with problem students indicated that the more effective teachers took personal responsibility for dealing with problems rather than attempting to refer them to the principal or someone else. Effective classroom managers were also less likely to respond with punitive or merely short term control/desist approaches to student problems, and more likely to use long term, solution oriented strategies involving behavioral shaping, attempts to instruct or induce insight, or attempts to strengthen self concept or interpersonal adjustment.

Edmund T. Emmer, Carolyn M. Evertson, and Linda M. Anderson. Effective classroom management at the beginning of the school year. Elementary School Journal, 1980, 80, 219-231.

This paper contrasts the behavior of effective and ineffective managers of third grade classrooms as they launched the school year. The data come from the same study described in the paper by Anderson, Evertson, and Emmer (1980), but this paper focuses explicitly on the beginning of the year. It indicates that the successful classroom managers devoted much of the first day and the first few weeks to establishing classroom procedures and rules, beginning with those of most immediate interest to the students (bathroom, storage, lunch, recess, etc.). The first few academic activities introduced were simple, enjoyable, and likely to produce success experiences. The teachers usually worked with the whole class and stayed with and personally supervised the students the entire time, putting off grouping and sustained independent work activities until basic procedures and routines were established. They monitored the students carefully, so that they were prepared to move quickly when instructional help or behavioral intervention was needed. They told the students precisely and in detail what they wanted them to do, and then supervised them while they did it. In general, they established their credibility by following through on their statements so that the students learned that they meant what they said.

The successful managers also revealed evidence of advanced planning and preparation. They had arranged their rooms to make the best of whatever resources they were given to work with, often making changes in anticipation of problems with the existing arrangement. They had thought about their rules and expectations so they were prepared to be specific about them when they met the students. They had arranged to handle most housekeeping and paper work tasks before the students arrived or after they went home, so that they could spend most of their classroom time actively supervising the class. In general, they were better prepared and organized, not only for managing student conduct in the classroom but for instructing them in lessons and academic activities. In contrast, the least effective classroom managers created problems for themselves practically from the moment the students arrived, because they were unclear or inconsistent about stating what they wanted, or because they failed to follow through. Along with the book by Kounin (1970), the reports from this research project are among the most important in the literature on classroom management.

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Glasser, William. Ten steps to good discipline. Today's Education, 1977, 66, 4 (November-December), 61-63.

This brief article presents Glasser's 10-step approach to dealing with persistent discipline problems, along with supporting rationale and survey data. The approach prescribes a gradually escalating degree of pressure applied (and degree of implied seriousness of the problem) by teachers (and later, principals or other school officials) in an attempt to impress upon students with chronic misconduct problems that their behavior is unacceptable and that they (the students) must assume responsibility for it and make serious commitment to change it.

This approach appears appropriate and useful for dealing with those few students who do not respond acceptably to reasonable rules of friendly and helpful teachers. These teacher qualities are assumed implicitly in the method, however. Teachers whose rules are unreasonable, or who are hostile or apathetic toward their students, will only abuse the students rather than help them by using the techniques described here.

Gordon, Thomas. T.E.T. Teacher Effectiveness Training. New York:
David McKay, 1974.

This is not a research report or even a presentation based on systematic research, but it is nevertheless a useful source of advice to teachers about solving problems and resolving conflicts with students. Gordon introduces concepts such as "problem ownership" for analyzing problems, suggests and illustrates different techniques for resolving student owned, teacher owned, or teacher-student shared problems, and gives guidelines for developing "no-lose" solutions to conflicts. Methods include active listening (for projecting attention and sympathy toward and inducing insight in students describing their problems) and "I" messages (for communicating teacher owned problems to students in ways that are likely to induce the students to recognize their own roles in causing these problems and to become willing to talk seriously about finding solutions).

Gordon is probably overly optimistic in believing that all students will respond positively to these techniques, and that enforcement of demands and punishment should rarely if ever be necessary. Also, he may overestimate the degree to which children in the first few grades of school can engage in the kind of rational problem analysis and negotiation of potential solutions that he recommends. In general, though, this book is a valuable resource for teachers who seek to go beyond merely controlling students' unacceptable behavior by solving some of the interpersonal problems that underlie it.

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Kounin, Jacob S. Discipline and Group Management in Classrooms
New York: Holt, Rinehart, and Winston, 1970

This brief book presents the research by Kounin and his colleagues indicating that the key to successful classroom management is preventing disruptions from occurring in the first place. The book describes and illustrates the importance of: the general characteristics of withitness and overlapping; the variables of smoothness, momentum, signal continuity, valence, challenge arousal, group alerting, and accountability during lessons and recitations; and the variables of variety and appropriate level of challenge in seatwork. It also illustrates how unnecessarily loud, disruptive, or harsh teacher reactions to students' misbehavior ("desist" attempts) can lead to counterproductive "ripple effects." That is, teacher overreactions may distract or disturb onlookers who were not involved in the original problem, tending to raise the general level of tension in the room and increase rather than decrease the frequency or intensity of additional disruptions. In contrast, effective interventions stop inattention or misbehavior before it escalates into more severe disruption, but do so in ways that do not unnecessarily interfere with the momentum of ongoing academic activities or attract attention to the disruptive behavior.

This is one of the most comprehensive and important sources in the literature on classroom management.

Meichenbaum, Donald. Cognitive-Behavior Modification: An Integrated Approach. New York: Plenum, 1977.

This book provides a detailed treatment of the theory and procedures involved in cognitive behavior modification. Although it is written in somewhat technical language and covers a variety of clinical applications in addition to classroom applications, it is well worth examination by teachers and teacher educators interested in this approach. In addition to Meichenbaum's own work, such as the Meichenbaum and Goodman (1971) study in which cognitively impulsive students were trained to examine all response options carefully before selecting one, the book discusses applications such as the Think Aloud approach of Camp and Bash (1981) and the "turtle" technique of Robin, Schneider, and Dolnick (1976). It also discusses the application of modeling, verbalized self instruction, and related approaches to the development of control over emotions and aggressive behavior, the improvement of self concept and confidence, and the management of anxiety.

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Moskowitz, Gertrude, & Hayman, M. L. Success strategies of inner-city teachers: A year long study. Journal of Educational Research, 1976, 69, 283-289.

This study compared the classroom management approaches and levels of success of new junior high school teachers with those of experienced teachers that had been nominated as the best teachers in the school by the students. The differences found here bethe "best" teachers and the new teachers are similar to the differences found by Evertson, Emmer, and their colleagues between successful and unsuccessful managers. The "best" teachers began the year with more time spent establishing expectations and procedures, and on getting to know the students personally and responding to their first-day anxieties and information needs. The "best" teachers were more at ease in the classroom and more personal with the students, joking, smiling, and accepting their ideas more frequently. This is one of many studies that show directly or indirectly that, although establishing and following through on rules and procedures is essential to effective classroom management, there is no need for artificial harshness nor support for the "Don't smile until Christmas" notion.

B. C. Nash. The Effects of Classroom Spatial Organisation on Four-and-Five-Year-Old Children's Learning. British Journal of Educational Psychology, 1981, 51, 144-155.

This paper describes a three year study in which 19 preschool and kindergarten classrooms in which space was deliberately arranged to promote learning were compared with 19 similar classrooms arranged randomly or according to teacher preferences based on housekeeping convenience criteria. In general, as expected, students in the planned spatial environments showed more creative combination of materials from different locations, and more ability to: select the best materials or methods for solving problems at hand; think of themselves as capable of making things successfully; and understand and apply science, number, and readiness concepts that involved manipulating the environment.

Although the data come from preschool rather than elementary or secondary classrooms, they provide an important reminder that the physical environment can affect the quantity and quality of of students' learning, and that the physical arrangements of classrooms should be compatible with the curricula and instructional objectives being used.

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Sagotsky, Gerald, Patterson, Charlotte, & Lepper, Mark. Training children's self-control: A field experiment in self-monitoring and goal-setting in the classroom. Journal of Experimental Child Psychology, 1978, 25, 242-253.

This paper describes a study of the effects of goal setting and self monitoring on fifth and sixth grade children's mathematical study behavior and achievement. Students in the goal setting condition were asked to estimate how far they would get in their work book if they worked hard for the entire period prior to beginning work each day. At the end of the period, they were to write down the page and problem number they had reached to see if they had achieved their goal. Students in the self monitoring condition were given a grid with 12 empty boxes when they began each period, and were asked to note from time to time whether or not they were working on their math by putting a plus sign in a blank box if they were working and a minus sign if they were not.

Comparisons of these groups with each other and with a no-treatment control group revealed that the goal setting treatment had no significant effects but the self monitoring treatment yielded improved study behavior and performance on achievement tests. Part of the reason for the lack of significant effect in the goal setting group was that many of the students failed to follow the goal setting instructions, whereas almost all of the students in the self monitoring group followed the self monitoring instructions.

This is but one of many studies supporting the effectiveness of self monitoring procedures for improving students' classroom conduct and achievement (see the reviews by O'Leary and Dubey; 1979,

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and by Rosenbaum and Drabman, 1979). Also, although the goal setting treatment in this particular study was not effective, other studies have supported the effectiveness of goal setting, especially when it involves establishing specific and difficult goals instead of the rather general goals suggested in the present study (see Rosswork, 1977).

Sanford, Julie P. & Evertson, Carolyn M. Classroom management in a low SES junior high: Three case studies. Journal of Teacher Education, 1981, 32, 34-38.

The first of what will be a series of reports, this paper presents data from the Junior High Classroom Organization Study conducted by Evertson, Emmer, and their colleagues. It illustrates effective classroom management strategies at the junior high level for the first day of school and throughout the year, by contrasting three teachers. Teacher A was an effective classroom manager (as indexed by high levels of student attention, engagement, and cooperation, and low levels of inappropriate behavior) in the beginning and throughout the year, and her students showed high residual achievement gains at the end of the year. In contrast, Teacher B was burdened with high rates of inappropriate behavior right from the beginning of the year, and these persisted throughout the year. Finally, Teacher C enjoyed low rates of inappropriate behavior at the beginning of the year (almost as low as those in Teacher A's room), but this good start was not sustained. Data from Teacher C's classroom taken in the middle and end of the year revealed high rates of inappropriate student behavior. In contrast to Teacher A's relatively high success in producing student learning gains, learning gains of the students of Teachers B and C were average for the sample of 51 seventh and eighth grade classrooms studied.

Data from the first day indicated that Teacher A spent the most time and Teacher B the least time discussing rules and procedures, and that Teachers A and C gave their students some seatwork on the first day but Teacher B did not. These assignments were easy and produced success experiences for the students. Teacher B, in contrast, spent much of the period administering a diagnostic test, which the other teachers postponed until later in the week. She responded ineffectively to inappropriate behavior such as talking, giggling, or cheating during the test, sometimes ignoring it and sometimes reprimanding or threatening ineffectively.

In subsequent weeks, Teacher A continued to spend more time presenting rules and procedures to her class, and was consistent in enforcing expectations and providing feedback. Expectations were clear, students were held accountable, the available time was used for academic purposes, and the teacher continuously and prominently assumed the role of instructional leader and authority figure in the classroom. Teacher B showed the opposite characteristics. Teacher C, despite a generally excellent first day and despite a good feel for students' concerns and information needs and clarity in articulating expectations, failed to maintain her good start because she failed to follow through on those expectations. Even during the first week of class she did not enforce rules about tardiness, calling out of answers, or use of the pencil sharpener, and she ignored increasing amounts of inappropriate behavior. The students gradually learned to respond to the guidelines she would enforce rather than those originally articulated. Furthermore, as time went on Teacher C shifted from an emphasis on whole class

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presentation and recitation to an emphasis on individual seatwork. Soon she was spending most of her time helping individuals at their seats, while other students waited idly and impatiently for help.

In general, this paper illustrates classroom management factors that are especially important at the junior high school level, and also shows how even an excellent beginning will not be sustained without effective follow through.

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Slavin, Robert. Cooperative learning. Review of Educational Research, 1980, 50, 315-342.

This article reviews theory and research on fostering student cooperation, particularly within small groups, in classroom activities. It describes the similarities and differences between the Jigsaw approach, the Teams-Games Tournaments (TGT) approach, and other well known approaches developed in the United States and in Europe, and reviews the research on their effects on a variety of student outcomes. These approaches have proven especially useful for overcoming racial and other group difference barriers to interpersonal contact and cooperation, and they also frequently have positive effects on achievement, self concept, attitudes toward school, and group cohesiveness.

Written by one of the leading developers and researchers in this area, this is a comprehensive and scholarly review. The same issue of the Review of Educational Research contains a review of similar topics by Shlomo Sharan, and both reviews contain numerous references for those who want to follow up by getting more information on specific programs.

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THE END

OF

CLASSROOM ORGANIZATION AND MANAGEMENT

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

STANFORD UNIVERSITY - CALIFORNIA
SITE OR LOCATION

OCTOBER 20, 1982
DATE

TIME

PURPOSE OF VISITATION

PROJECT COLLABORATION MEETING
SAN FRANCISCO SITE

PERSONS CONTACTED

Nate L. Gage	Brenda Biles	Kathy King
Ralph Putnam	Lovely Billups	
Lee Shulman		

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Dr. Gage opened the meeting by giving feedback as to his reactions to the SFFT TRL session he visited at Far West Lab in June. He said that he was quite impressed. He said that Ralph Putnam did have some questions about a process for project evaluation. In other words, "Is there evidence that teacher practice is really changing?" Another question posed: "How is the decision made as to what research should be presented?"

We responded that our present method of gathering data for evaluation rested with "self-report" information from our TRLs. Our non-threatening/non-evaluative mode makes us fairly sure that teachers' reports are accurate.

Gage then asked about the possibility of observers in the classrooms to prove that practice has changed. We said we don't have any pre-test info. He recommended "peer observation" method whereby project participant could be compared to non-participants. (Sampling should represent teachers who are as "alike" as possible). Anonimity would be a big "sale" item to encourage trust factor. Also suggested use of video tapes of teachers who exemplify concepts we are advocating. (Consider pairing and use video tapes to demonstrate the ideal.) Suggested use Ralph Putnam as consultant to facilitate process. Plan for opportunities for teachers to engage in dialogue after observing tapes. Kathy King felt that a strategy which involved peer training with peer observations (in pairs) might be a viable consideration.

Gage mentioned that there is a small amount of money in the Stanford in the Schools Project that could be devoted to this on-going process. Reference was made to the Research project in Milpatis (Marsha Wiel and Pete Mesa coordinators). Lee Shulman felt that our process could be expanded to some degree to investigate the way in which collaboration between the union, LEA and the univeristy could be developed.

Ralph Putnam had to leave early. I spoke to him privately and asked would he be willing to serve as a part-time consultant in helping us to develop an observation and/or evaluation process/instrument, if we decide to go in that direction. He said he would and if not, he could recommend someone.

NOTE: AFT President, Albert Shanker is on the Advisory Board of the Stanford in the Schools Project.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

OCTOBER 21, 1982
DATE

TIME

PURPOSE OF VISITATION

TRL TRAINING SESSION

PERSONS CONTACTED

Presenters - Biles, Billups
Lee Shulman - visiter

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Two important notes to be added to other documentation of events in this session.

1) Joan Regan - The teachers at Aptos Middle School collaborated on a strategy to diminish number of students who were late to shcool each day. Changed homeroom to 2nd period - put academic class at 1st period. Student attendance better because they don't want consequences of being tardy to an academic class.

2) Betty Rothenberger - some TRLs like herself, are and have been experienced presenters. They just needed help in how to present the ER&D material.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

NOVEMBER 16, 1982
DATE

4:00 PM
TIME

PURPOSE OF VISITATION

SYSTEM-WIDE WORKSHOP ON EFFECTIVE TEACHING

PERSONS CONTACTED

Betty Rothenberger - partner

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Betty did not do a lot of "presenting" although I drew upon her to reinforce concepts presented. TRL Rudi Faltus also added a lot to this group. The information appeared to be well-received, but it was difficult to draw out group. Henne Kelly was a major contributor and stated she wished she had had the info sooner. She had just finished a term with a group of high school students and realized she had not been successful with them. She is a veteran teacher. She wants to work on questioning and checks for understanding.

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(OVER)

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

COLLABORATION
SAN FRANCISCO - STANFORD (ER)
SITE OR LOCATION

NOVEMBER 17, 1982
DATE

TIME

PURPOSE OF VISITATION

PURSUE DISCUSSION OF TRL EVALUATION FORM AND INTERVIEW QUESTIONNAIRE.

PERSONS CONTACTED

Ralph Putman - Center for Educational Research

FIELD ACTIVITIES

Discuss appropriateness of our questions.
Discuss format.
Discuss possibility of Ralph developing instrument.

INTERACTIONS - COMMENTS - FOLLOW-UP

First, let me say that Ralph clearly requested that we devise the instrument. Evidently, he feels he does not have the time.

He did, however, think that the questions we were considering would elicit the right information. I asked about being able to identify my thologists, technicians, (mechanics) and professionals. He was not familiar with those "categories".

He did suggest a format for the questionnaire and offered to draft some sample items which we could use as a guide. Although, he is not offering to write up the instrument, it was nice to know that our questions were on target.

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(OVER)

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVEY BILLUPS
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

NOVEMBER 18, 1982
DATE

TIME

PURPOSE OF VISITATION

PROJECT ORIENTATION SESSION FOR PERSPECTIVE TRLs

PERSONS CONTACTED

Presenter - L. Billups

Participants - June McLaughlin - James Lick Middle School
Beth Marine - Golden Gate School (Kdg.)

FIELD ACTIVITIES

Introduction to general sense of project. Presented BYCM research.

INTERACTIONS - COMMENTS - FOLLOW-UP

We talked about setting up an atmosphere that was conducive to learning, but this was a very difficult task with only two participants who represented such widely diverse teaching styles and teaching areas. McLaughlin works with middle school students and is highly organized and grade oriented. Her room arrangement which she sketched is well thought out considering limitation of room size and storage areas. Marine is a kindergarten teacher with a more relaxed approach. Her room is also well arranged because that is a specific focus in kindergarten and Day Care due to the program at those levels.

It was very difficult to effect commonalities or encourage discussion between these two. It is the first time in project process that I felt that something couldn't work. I'm sure it could, but I didn't find it. They were courteous and tried to interact, but it did not fly!

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

STANFORD UNIVERSITY
PALO ALTO, CA
SITE OR LOCATION

DECEMBER 8, 1982
DATE

2:45 P.M.
TIME

PURPOSE OF VISITATION

SAN FRANCISCO SITE COLLABORATION MEETING WITH STANFORD UNIVERSITY

PERSONS CONTACTED

Nate L. Gage, Lee Shulman, Ralph Putnam, Kathy King, Rudi Faltis, Betty Rothenberg, Lovely Billups

FIELD ACTIVITIES

Group Discussion on ways in which to continue ER&D process in S.F. schools via collaboration mechanism between Stanford U., AFT and SFFT

INTERACTIONS - COMMENTS - FOLLOW-UP

Dr. Gage initiated the discussion by referring to the December 3rd letter he received from Brenda, re: possible directions for the project collaboration process. He said that upon review of the letter he was again impressed with the magnitude of the proposition and because of this he was concerned that adequate staff be available to carry on the functions. He said that there are people at Stanford who could do it . This he said involves money, (We might note that this is the first time that financial considerations were mentioned in our discussions with Stanford). Dr. Gage then proceeded to discuss a plan whereby (¼) one quarter of a research grad student's time, like Ralph Putnam, could be purchased, thereby freeing the student to devote this percentage of time entirely to project demands, mainly research identification and translation. He said he recognized the enormity of the task performed by the AFT ER&D Team over the past 2 years. The quality of that performance must be continued as best as possible. Rough figures were proposed which closely approximated $250.00 per month or $4,000.00 a year.

Lee Shulman asked about AFT commitment in terms of which one of us (AFT Team) would be coming to San Francisco over the next two years to maintain the continuity. He said that he, too, was impressed with the enormity of the task.

Lee proposed an alterntive model for ER&D Collaboration with Stanford which he said was implemented at MSU. Primarily, the plan called for creating the equivalent of an AFT Fellowship, whereby a person could engage in study for a second masters or even a Ph.D. This person would train for expertise in educational research techniques and would be on-site to receive and translate the latest relevent research. Assuming a funding source that would approximate $10,000.00 a year, the person could be a teacher who is on sabbatical. The university or project would pick up ½ of the teachers subbatical pay and engage the teacher services for the project for one year. The second year (which he sees as important because it should be a two-year process). The university or project pay's for ½ teacher's salary. The teacher teaching ½ day and devotes 2nd half of day to project. He also mentioned that a long-term commitment should involve 2 people in the process and an overlapping process by which one experienced person was always involved via a staggered enrollment device (e g. Plan for 2 people for a 2 year commitment in an overlapping process).

Nate Gage then suggested that AFT should be developing its own research expert similar to the process by which newly graduated economists go to work for UAW. He described a degree-oriented program through which AFT sponsored someone, conceivably from National Staff to train in research on teaching with courses in statistics, measurement, ethnicgraphy, etc. In this way he sees AFT as having developed its own on-site expert in ed. research.

Each of the above ideas overlapping but in each case, Ralph, Lee and Nate seemed to indicate that the possibilities were very exciting from Stanford's perspectives. They relish the idea of practictioner input to Stanford at this level. They also mentioned the "Distinguished visiting Practioner" program at Stanford for project cooperation. Should investigate this because practioners may get in on courses without paying tuition. Kathy King volunteered that the corporate community "is quite anxious to get involved in good public endeavors. She has been able to get two grants totalling $40,000 for her school, Claire Lilienthal Alternative School and feels that she may be successful in soliciting funds for this collaborative effort. Lee offered help in putting proposals together and further volunterred to make verbal presentations on behalf of the project.

Several possibilities were mentioned, including the Marin Foundation (Judith Mallory). It was porposed that Kathy and Lee meet with Judith Mallory to explore possibilities of Funding as an ancillary process in the Marin program. Lee thought it might be beneficial if AFT - sponsored programs in ER&D be opened up to all teachers (NEA & AFT) to encourage Foundations to donate funds. We reminded him that we had already initiated this process by inviting all teachers in San Francisco to our system-wide Classroom Practice Seminars in October and November.

Another possible funding source that Kathy King pursue would be through Gladys Thatcher who is Chair of the Board of Directors of Corporate Community Funding for schools. The charge to Kathy is to investigate these possibilities and get back to Lee and Nate after about 6 weeks into the new year to outline a possible path to follow in obtaining funds. I reminded the Stanford Staff that we could "buy" some time because the experienced TRLs had at least 5 pieces of research under their belts which they can disseminate. Also they will be involved in training the new line of TRLs in 1983. AFT should remain on top of this.

TRLs Rudi Faltis and Betty Rothenberg addressed the issue of their involvemnt in the ER&D program. Rudi said that some ER&D information appeared at first, to be "old hat" but it incites teachers to thinking about practice and talking to each other about "little things that have been bothering them" for which the research has solutions. Betty and Rudi outlined their plan for 4 research sharing sessions at their school, mid January to early February. They will present the same material for six consecutive sessions during the day so that the staff can come to the sessions on their individual preparation periods and not lose class time.

Betty contributed that even though some teachers would be interested in being involved in this process for degrees and credit there are others like herself who would like to be involved for the sheer joy of the knowledge acquisition. Lee mentioned a new program of his that would benefit from having new teachers interact. We need details on what is involved.

Dr. Gage has extended an invitation for TRLs to sit in on his course on Psychological Research on Teaching - starting January 4th, Tuesday and Thursday 3:15-5:05 Rm. 230 as visiting practioners. Rudi Faltis has expressed interest. Meeting adjourned with promise for all of us to get in touch after holidays.

Kathy King explained that Julie Koppich could not be present at this meeting because she was busy setting up a "viewing" of the AFT video television series "Inside Your Schools" for the San Francisco Schools Central administration and major community groups. A ten minute segment of the 30 minute tape is devoted to the ER&D project (specifically a classroom management segment from practice). Several S.F. TRLs and a member of the AFT Project Team appear in the film. Dr. Gage was very interested in fact that the project was represented in the film and instructed Ralph Putnam to be in touch with Kathy to get the tape. Gage wants to show it to his classes at Stanford.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

DEC. 9, 1982
DATE

3:30 P.M.
TIME

PURPOSE OF VISITATION

FINAL TRL TRAINING SESSION UNDER NIE GRANT

PERSONS CONTACTED

Presenter - Lovely Billups
Kathy King, Henry King, Joan Regan, Sandy Berger, Rudi Faltus, Betty Rothenberger, June Jobin

FIELD ACTIVITIES

Project evaluation experienced TRLs

INTERACTIONS - COMMENTS - FOLLOW-UP

After a general introductory session during which Kathy King addressed both experienced and new TRLs about the intent of the project, we broke up into two groups. Brenda took the new TRLs and I conducted a project evaluation session.

First, we engaged in an oral discussion of project events during which TRLs contributed comments about their experiences.

Rudi reiterated her point about "the little things" in a teacher's life that bother them with which research info seems to be helful, especially classroom management research. She also said that she finds herself turning more to the Direct Instruction Techniques especially the Instructional Functions for planning a lesson. She has been sharing it with other teachers and helped one teacher in particular who was apologizing for having "gone back" to large group instruction. Rudi shared the research that validated this practice.

Joan Regan said that she reviewed all of her research action plans in preparation for her workshop presentation in November. She found this very helpful and was amazed at what she had learned. She feels she grew as a professional (and shared info with others). She realizes now that this is a slow "process" that grows on you and makes you change practice for the better.

Henry says he has gradually changed practice based on the research. Has a few more teachers in the school and wants to know when is appropriate to begin sharing the info with them. Does not want to overwhelm them. Sandy Berger said that when you're new is the best time to receive the help before it's too late.

After discussion, the group worked on writing responses to the Project Evaluation form, herein attached.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

NEW YORK CITY - UFT OFFICES
SITE OR LOCATION

OCT. 2, 1982
DATE

8:30 - 3:30
TIME

PURPOSE OF VISITATION

CONDUCT ER&D WORKSHOP SESSION FOR DISTRICT-WIDE CLASSROOM MANAGEMENT CONFERENCE

PERSONS CONTACTED

District Special Education Teachers - grades pre-K to 12
13 participants

FIELD ACTIVITIES

Presentation of basic concepts of:

BYCM research (Evertson, et al.) - Teacher Praise Research (Brophy)
Group Management (Kounin) research Direct Instruction (Rosenshine)
Time on Task (Stallings, et al.)
Also sharing of activities related to the research.

INTERACTIONS - COMMENTS - FOLLOW-UP

Initially, we had some concerns as to potential reactions to the research from this specialized group of teachers. Even though we have found that many of the research strategies are transferable from elementary to secondary school situations, we were not certain that the transfers could be applied to classes in special education. Thirteen participants were present at the session, teaching age levels from pre-kindergarten to senior high school. Additionally, these teachers teach classes of students with a variety of handicaps, including hearing and visually impaired, to autistic and emotionally handicapped.

My introductory statements to these teachers suggested that we would share research on classroom and group management strategies as much for our information, as theirs. That is, we would be very interested in their feedback as to whether or not aspects of the research could be applied to the conditions of the special education classrooms. I set up ground rules for lots of interaction from participants, so we could get feedback.

(OVER)

I was very ably assisted by Fran Coletti, a special education teacher who also serves as an instructor in some of the Teacher Center courses in special ed. She is a very capable person, who was highly supportive and helpful in the session process. She was able to supply information that specifically related to the interests of special education teachers; and she facilitated the translation of some of our materials for use in those classes.

We started the session by having each participant do the activity, "Inventory of Management Styles" which helped them to focus on themselves as "interventionists," "non-interventionists" or "shared-interventionists" in the classroom management process. There was a good deal of discussion about how they "scored". Some were surprised that they appeared to lean in one direction when they perceived themselves as being totally opposite. We emphasized that this was not a definitive document, simply one indication of teacher style. This group responded quite well to the process.

We briefly covered the basics of the Beginning of the Year Classroom Management research, emphasizing the establishment of classroom procedures and rules. They said that procedures are very important in special ed classes often being the difference between survival or disaster or injury to students. We reminded them that procedures may be many, but rules should be few and clear and well taught to students. This group of teachers was heavily in favor of soliciting student participation in the development of classroom rules. When we discussed consequences for disobeying rules, some of them admitted that they had not developed a "hierarchy" of consequences and tended to use their final consequence much too early in the process. We brainstormed the kinds of consequences that might be applied to a situation where a teacher has witnessed one child striking another. After much discussion, this group developed a mutually agreed upon set of consequences in a process from the instance of a "first offense" to a "repeated offender".

Step 1 - Review the class or school rule regarding hitting.
Remind students of reasons for the rule.

Step 2 - Talk to both students to try to determine why incidence took place.

Step 3 - Change seat or location of the proven offender.

Step 4 - Communicate with parents by mail or phone.

Step 5 - Report repeated offender to principal.

Step 6 - Conference with other school personnel for input.

Step 7 - Have parents come to school.

Step 8 - Remove child from class.

Step 9 - Suspension from school.

One teacher commented that he used "step 2" quite extensively at one time, and discovered that he was spending a great deal of time trying to verbally settle fights and the class was enjoying it. He stopped because he found that elementary school students had forgotten about it in an hour or so, and were back to being friends. Other teachers responded that it was best to talk it out, or they'd take the dispute to the playground or after-school.

As was expected, Kounin's Group Management behaviors were quite popular and elicited considerable dialogue, especially in reference to Group Focus. Because of the smaller class-size for special ed classes, they felt that it was easier to employ "With-it-ness" skills. Also, they have always to be "on the watch" with these children because of their handicaps. They liked the strategies for Group Focus "Keeping Students on Their Toes" (attached), especially the process of holding individuals accountable for the lesson by giving them props for use in working or responding while one student is reciting or working at the board.

Brophy's findings on the teacher merit of teacher praise as unrelated efficient student learning was quite a surprise to this group. Many of them use some forms of behavior modification and other systems of rewards. They were able to justify what they were doing without becoming hostile or distrustful of the research. In fact, they agreed that praise could be used as a "positive ally" in the class if coupled with specificity, contingency and credibility.

When we discussed Direct Instruction under the Teaching Effectiveness research, this group contributed the following as special to its application in the areas of special ed.

a) They never perceive direct instruction as "whole class" instruction. Most of them are involved in a tutorial process of individualized instruction.

b) By nature of their student composition, special education teachers must do a great deal of direct teaching.

TIME-ON-TASK

Special education classes "Allocated Time" is completely under the mandate of the state. Because most instruction is individualized, they feel they may be doing a fairly good job in the area of appropriate use of "academic learning time" although they did feel that they may be over-drilling on some skills and thus wasting learning time. This idea was further developed when we discussed the area of teacher questioning. Some teachers said that it was difficult to ask higher order questions of handicapped students because of their limitations. Others argued that even if they had limitations, language, sight, etc. they could "feel". Therefore, they could respond to "why" and "how" questions. It was agreed that wherein it is good to establish the informational level or base with these students-who-what-why-when, teachers should try to pose more questions to handicapped students which developed more critical thinking skills.

These special education teachers responded to Stallings suggestion of time well spent in during an ideal class period. They said that in a special ed class, approximatley 10% of the time is spent on organizational skills, 15% on individual assignment or seatwork skills and 75% of the time on interactive teaching. One High School teacher quipped "Seatwork leads to violence."

This was a very informative session which was very well received by the participants and which gave us quite a few insights about the applicability of the research in special ed classroom situations. Many of these teachers have asked for copies of the Organizaing and Managing the Elementary (and J.H.S. manuals), from the University of Texas. We will follow through on this.

LHB/kls
opeiu2aflcio

TRLs' SUGGESTED STRATEGIES FOR GROUP FOCUS
("Keeping Students On Their Toes")

- Maintain eye contact with students.
- Appeal to individual learning styles.
- Vary turn-taking approaches.
- Use props for non-reciting students in the group.
- Use divergent as well as convergent questioning modes.
- Have students act as reviewers of lesson.
- Teacher models as an interesting presentor and discussant.
- Make sure instructions and presentations are clear to all students.
- Teach students how to constructively critique each other's work.
- Vary lesson presentation approaches --

    to appeal to individual learning styles

    to challenge students

    to maintain student interest

    to utilize strategy of "suspense" about what comes next

- Allow students to call on each other according to prearranged and agreed upon system.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

UFT - TC - NEW YORK CITY
SITE OR LOCATION

OCT. 2, 1982
DATE

9:00-3:00
TIME

PURPOSE OF VISITATION

Work with TRLs in offering city-wide workshop on classroom management and teaching effectiveness

PERSONS CONTACTED

Organized by Myrna Cooper, Clare Cohen, Elliot Weitz, Aminda Wrenn

FIELD ACTIVITIES

See attached materials and agenda, and UFT Bulletin.

INTERACTIONS - COMMENTS - FOLLOW-UP

GENERAL COMMENTS:

In the general session Myrna, Marilyn Rauth and Fred McDonald all helped to set the stage for the breakout sessions. (Teachers were divided by level, specialty ie. elementary, jr. high, sr. high, special ed, first year.) Myrna spoke of the Center operation; Marilyn gave a pep talk on how research can give power to the teacher; Fred, praised the project and pointed out specific findings in the BTES.

Participants were charged $5.00 and provided with a hot buffet luncheon (rewards). Prior to Saturday 150 had signed up, but many came and had to be turned away because of space limitations. A second session was offered Monday afternoon for turn aways and those who honored the Saturday sabbath. In a follow up phone conversation with Myrna, she reported that the Monday session was well attended, and as a result of the workshop, that group would like to meet on a regular basis. This is significant since the group is made up of teachers from all over the 5 boroughs. We suspect that some of Saturday's group would also favor this idea. The center has already received calls for follow up in schools.

(OVER)

FIELD LOG
10/2/82 - NYC TC
SUE VEITCH - 2

My session: High school conducted with Roni Wattman and Janet Slavin, teacher specialists at the high school level. I had previously met with Roni and Janet (see log dated Sept. 30th) to work out agenda.

First a comment about the group. All major content areas were represented except foreign language (about 17 teachers in all plus one education professor from City College [Lehman]). Math, English/speech, bilingual, social studies, science, vocational. We also had an elementary teacher who has a high school age son. She was looking for a kind of more personal assistance and remarked afterwards that she found the information helpful.

We covered rules, procedures and routines; Kounin; Praise; and the direct instruction model offering caveats about its limits with older students and more abstract, complex subject matter. We focused on the practice and feedback elements.

Teacher reponses: One teacher made the comment that teaching rules and procedures was not something she knew how to do. We spent some time discussing the possibility of individual consultation. This teacher has had 10 years of experience and my suspicion is that she really needs help identifying what she's doing right and making a conscious effort to do it more often.

Teachers reacted very well to the Kounin, praise and direct instruction model presentations. Praise once again caused a stir. Our elementary person offered a comment that a psychologist told her that many teachers negate praise or academic feedback by stating things like "Your paper is well-organized, but...." We had some discussion of the theory that in providing criticism you also point out something good. Communicatively, this may confuse the child and muddle the feedback.

In response to the scenario - "Johnny has never participated in class discussions. He has just ventured his first response and the answer is incorrect" - one participant offered a strategy specifically to extend Johnny's interaction (Interestingly enough he offered an elementary example). The script would look something like this:

T: What is 2 plus 2?
J: Five
T: Five is the answer to 3 plus 2. Now, Johnny, what is the sum of 2 plus 2.

An interesting response to the "wrong" answer without using the term. This also fostered a discussion of extended teacher-student interaction through rephrasing, prompts etc. Janet pointed out to them the need for recognizing older students typical reaction to public praise and the misuse of vicarious praise.

A significant note regarding the gestalt of the TRLs. In follow up discussions after the session, it seems we all felt there was more content than time and almost to the person, we all cut out the same things - we all had the same prioritized agenda although in the planning session this was not specifically verbalized.

Myrna will be sending evaluation sheets after they have pulled off info for follow up.

Attachments:	Billups log	Abe Levine's letter
	workshop materials	evaluations

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NEW YORK CITY TEACHER CENTERS CONSORTIUM
260 Park Avenue South
New York, N.Y. 10010
212-475-3737

Myrna Cooper, Director

October 2, 1982

The New York City Teacher Centers Consortium with the support and cooperation of The United Federation of Teachers and the American Federation of Teachers presents the first

City-Wide Conference on
Classroom Management and
Teacher Effectiveness

Agenda

9:00 - 9:15 Coffee (Room 7)

General Session (Room 7)

9:15 - 9:30 Welcome, Myrna Cooper, Director
New York City Teacher Centers Consortium

9:30 - 9:45 Marilyn Rauth, Director
Educational Issues Department of
The American Federation of Teachers

9:45 - 10:15 Dr. Fred McDonald, Keynote Speaker
"Teacher Effectiveness - A Research Perspective"

*Breakout Sessions

10:30 - 11:15 Discipline and Group Management in the Classroom; setting expectations, establishing routines and enforcing rules

11:15 - 12:00 Study of Group Dynamics in the Classroom; techniques to better understand your students as individuals and as group members resulting in more effective use of praise

12:00 - 1:00 A Buffet Lunch Will Be Served in Room 7

*Tag indicates the room set aside for your group

1:00 - 1:45	The Relationship of Time on Task and Direct Instruction to Student Achievement
1:45 - 2:30	Investigating Instructional Strategies that Better Classroom Managers Employ: a) Thematic planning/Brainstorming b) Questioning techniques c) Matching teaching style to learning style
2:30 - 3:00	Feedback Session a) Individual Conferences b) Network Procedures c) Evaluation

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

VEITCH w/BILES
STAFF MEMBER

NEW YORK PS 105 BRONX
SITE OR LOCATION

OCT. 13, 1982
DATE

.11:00-1:15
TIME

PURPOSE OF VISITATION

OBSERVE BUILDING SESSION "RESEARCH FOR LUNCH BUNCH"

(see attachements)

PERSONS CONTACTED

Sol Lubow, Principal
Elliot Weitz, Teacher Specialist
Hannah Fishman TRL
Irwin Davis, UFT Chapter Chair

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Let me first mention that Hannah had done a terrific job of organizing these two lunch time sessions. She enlisted the aid of Chapter Chairman Irwin Davis. His name appeared on all the invitations and he and Hannah financed the coffee, cookies, cheese and crackers available to those who attended. All 41 teachers and 3 administrators attended the session.

While Hannah did not present the research at this first session she gave a general overview of the purpose of the project and explained her involvement, offering her "expertise" at future sessions. There is a reluctance on some of the TRLs parts to be the prophet in their own land. This technique of having someone else actually present the first session is helpful in initiating interest and setting the stage for the building TRL.

Elliot presented the Kounin information on with-it-ness and overlapping and group focus. This was in response to Hannah's request and the limits of time. Once teachers had eaten there was a lot of interchange among and between them. He also embellished the information with some of his own-like personal space between the teacher and student. In talking about desisting inappropriate behavior one way

(OVER)

to be with-it is to know the student's sense of personal space. For the student whose "circle of safety" is small, a glare may not be an appropriate desist. The teacher may have to move in or actually touch the student or his/her desk. He also talked about placing potentially disruptive students not just close to the teacher, but within easy range for monitoring. For example, if the teacher writes on the board frequently and his right-handed, "disruptors" can be placed to the left so the teacher can more easily monitor. Elliot is very good at linking the research to useable strategies. He was actually modelling how to be more with-it! He also talked about identifying a student as a barometer in maintaining group focus. The student who is usually with you. When this student "acts-up" the teacher can bet she's lost others. A really good session!

As a follow up to the sessions, Elliot and Hannah surveyed the staff (her idea) as to content for future sessions. The results are attached. Hannah also mentioned at our next training session that the most positive verbal feedback she got was from a specific group of teachers. Not the real "old-timers" but those whose teaching experience lies between 8-16 years. Her feeling is that this is the group more willing to seek out new strategies and will be a good target group to start with.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

VEITCH w/BILES
STAFF MEMBER

NEW YORK FORDHAM UNIVERSITY
SITE OR LOCATION

OCT. 14, 1982
DATE

. 2:00 pm
TIME

PURPOSE OF VISITATION

COLLABORATION FOLLOW-UP - MORE OF A COURTESY-CALL

PERSONS CONTACTED

Max Weiner, Dean School of Education

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Tentatively scheduled including Max, Tom Mulkeen and Fred McDonald in the November 22 TRL session. We spent most of our time listening to Dean Weiner's philosophy of how teacher training should look. He claims schools of education have done their job-providing training in teaching content. The school should provide the other, should produce the teacher. We explained that we felt there was a lot of information about schools and classrooms the prospective teacher should have. He agreed but said it's the schools responsibility to provide it not the university.

It was an interesting meeting!

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

NEW YORK PS 205 QUEENS
SITE OR LOCATION

OCTOBER 15, 1982
DATE

11:30 am
TIME

PURPOSE OF VISITATION

MEETING WITH PRINCIPAL IRENE FITENI
MEETING WITH TRL PENNY DENTON AND TEACHER

PERSONS CONTACTED

Same as above.

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

I met with Mrs. Fiteni first, outlining the project and enlisting her support. The Superintendent in this district has made classroom management a focus, so Mrs. Fiteni was quite receptive. She is scheduling a staff meeting November 22 for Penny to do an awareness session. Penny was on sabbatical last school year.

I then met with Penny and Teacher X. Penny had explained the situation over the phone and made a special request that I do some work with this teacher.

This teacher is Chinese-American and lives in the Bronx. She had requested a school in that borough, but because of minority placement was given this school in Queens. She leaves home at an early hour to get to school using public transportaion. This is her first year of teaching. The student population is primarily middle-class, with very few minority students of any background.

The class is made up of 10 4th graders and 23 5th graders - the "highest ability" in each grade. The teacher's initial problem by Penny was that because of the high

(OVER)

ability, the teacher was having trouble keeping up with the kids. She would give the 4th graders work to do while she was working with 5th and they'd get it all done and become "antsy." This teacher kept saying "I have a master's degree, but nobody ever told me I was going to be facing this or how to deal with it."

Note: At the first parent meeting the principal told parents that having a new teacher work with this group was not preferable, but that she had no control over that. Sort of a Pontius Pilate routine!

The room needs some rearranging. Routines and procedures need to be clearly taught. We had some discussion about the "culture clash" going on. The teacher wants to be perfect, wants all of her kids to achieve and focuses all of her energy on content. "They have tests in February that I have to prepare them for."

The principal comes in almost everyday to observe or "work" with her. So far there has been no formal evaluation. The principal did do a "demonstration lesson in reading," but she did it with the whole class. What the teacher needs is some group management strategies!

We planned a course of action for this teacher as follows:

1. Anita Cimino, teacher center specialist will work with her in the classroom (Penny cannot do this).
2. She should ask for specific help from the principal in writing and note when she does not receive it. Penny will monitor. One of this teacher's greatest fears is dismissal - dismissal without a chance.
3. Penny will share the Evertson and Kounin work with her which will be reinforced by Anita's work.
4. Attend the next TRL training session.

I want to add a personal note. This teacher wants to teach and be good at it. She has not received information that she feels can help her. In light of our conversation with Max Weiner (Oct. 14th) I am more convinced more than ever that our position is right at least at this point in time. I sure hope we can help her. I think we can.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

VEITCH w/BILES
STAFF MEMBER

NEW YORK PS 104 BRONX
SITE OR LOCATION

OCTOBER 14,1982
DATE

11:00 am
TIME

PURPOSE OF VISITATION

OBSERVE TRL DAVE MITTLER PRESENT (BLDG. DISSEMINATION)

PERSONS CONTACTED

Dave Mittler

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Dave was doing a brief presentation on Rosenshine's Instructional Functions at a grade level conference. These were teachers of 1st, 2nd and 3rd grade. About 12 in all. Dave's principal, Boston Chance and the Chapter Chair Cheryl Berman have been very supportive of the Program.

While Dave's time was limited (20 min.) he did a good job. He also developed an activity which we will include in the manual. In an effort to get teachers interacting around the research information, he had cards with the functions (review, demonstrate, practice, feedback, etc.) written on them. He also had cards with teacher statements written on them. His style is very informal, putting the teachers in a relaxed, conversational mode. He does, however, not give himself enough credit for what he is able to do. He has been one of our strongest supporters and activists. Attendance at sessions has been perfect and he also was involved in the Promotional Gates training and the October 2 city-wide session. He is a classroom teacher!

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

S. VEITCH w/ L. BILLUPS
STAFF MEMBER

NEW YORK - TEACHER CENTER
SITE OR LOCATION

OCTOBER 25, 1982
DATE

1:30 PM
TIME

PURPOSE OF VISITATION

PLANNING FOR TRANSITION AND INSTITUTIONALIZATION OF PROJECT IN NEW YORK

PERSONS CONTACTED

Myrna Cooper, Clare Cohen, Aminda Wrenn, Elliot Weitz

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Where do we go from here? That was the focus of this meeting. What does AFT need? What does UFT need?

It is clear that the need for the program has been established. The teacher center specialists cannot manage the requests for training in buildings being made, and regular teacher TRLs are busy in their own buildings. This planning meeting focused on three specific topics:

1. Developing a new line of TRLs
2. Collaboration
3. AFT's continued role

1. Developing a new line of TRLs
Using the evaluations from the October 2nd city wide conference, Aminda and Elliot were charged with a follow-up activity to keep this group engaged and

(OVER)

begin to develop second line TRLs. (See Oct. 27th documentation.)

2. Collaboration
As documented in previous reports, money is an issue for the universities. Myrna Cooper has been working with representatives from Columbia-Teachers College, Fordham and Queens College* (Ann Lieberman, Fred McDonald and Dan Brovey, respectively) and the administration in putting together a funding proposal for submission to local foundations. Funds would be used for higher ed faculty time and stipends for trainees. The concept would be something like the grant covering one third of training, the school system and/or teacher center covering one third of training and the TRL donating one third of training time. The plan has a three-pronged approach:

    1. Target by district and train a TRL in each school
    2. Use a study circle approach (see Oct. 27 doc.)
    3. Offer specific course credit through the center with present TRL and higher ed faculty staffing, suggested title "Recent and Relevant Research for Teachers."

3. AFT continued assistance
Since there will be some slack-time in terms of getting new research should the collaborative funding project come through, New York's concern is a valid one. In order to keep momentum going, they will still need assistance in identifying and translating research and building their own collaborative network beyond the local institutions.

Informally, this concern has been presented to Ed. Issues Dept. Director, Marilyn Rauth. At least one of the project personnel will be responsible for maintaining the network of pilot sites and developing replication in other sites. Pilot sites will have to assume training responsibility. It may be worth it to conduct a two-week "internship" here during the summer for local pilot site coordinators or their designees and really map out some strategies. (Note - this is my suggestion and has not been cemented, but something on this order may be feasible.)

The teacher center is increasing its staffing. Of our original TRLs, 4 have been relieved of their classroom responsibilities to become Teacher Center Specialists. I would like to add that Myrna is totally committed to maintaining the project and its integrity in the New York schools. I believe that one of the reasons we have been so successful there is that we tapped into a system that was already institutionalized. The center had been in operation since 1978 using the specialist model. When they were not refunded in 1981 they had already received a committment from the UFT, the administration and other groups to continue its operation. All of this support has added to the effectiveness of this project there.

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*John Lidstone, Dean

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

SCHOOL OF EDUCATION
COLLEGE OF THE CITY OF N.Y.
NEW YORK CITY
SITE OR LOCATION

OCTOBER 25, 1982
DATE

TIME

PURPOSE OF VISITATION

PROJECT COLLABORATION MEETING

PERSONS CONTACTED

Arnold Webb, Dean of Education
Jim Neujahr, Associate Dean
Nola Whitehead, Director of Teacher Education

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Discussion centered around some questions which the City College group had as a result of our past meetings.

The first question raised regarded turf, namely how would power to make decisions be divided between the Teacher Center and City College. They would be concerned with attitude that reflected "Just find the research, translate it and turn it over to us. We'll do as we please from there." City College would want to be given some accountability as to what happened with the information and would want to have some "say" in the on-going process. They are also intersted in knowing what would be the role of AFT in as regards continuation.

Flexibility - They wanted to know whether or not there would be flexibility in selecting areas of research and research studies. They note that we have locked into a certain school of thought in research (Behaviorist).

Lillian Weber's Center for Learning - between Lillina Weber's Center and Myrna

(OVER)

Cooper's Center. They feel that Weber is the best suited on their staff to carry out the program as it closely fits their style.

I promised to discuss above questions with all interested parties and get back to them. They will also continue to discuss options.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

NEW YORK - UFT TRAINING SESSION
SITE OR LOCATION

OCTOBER 25, 1982
DATE

4-6 PM
TIME

PURPOSE OF VISITATION

TRAINING SESSION

PERSONS CONTACTED

Merri Fogel
Stu Lyons
Anita Cimino
Roni Wattman
Joan Milano
Aminda Wrenn
Candy Cook
Arlene Smith
Dave Mittler
Joe Mancin
Penny Denton
Lila Feldman
Bunny Nadelman
Hannah Fishman
Clare Cohen
Elliot Weitz

FIELD ACTIVITIES

Review and discuss "Linguistics" piece
Hannah, Dave report on building-activity

INTERACTIONS - COMMENTS - FOLLOW-UP

TRLs had received the linguistics draft and had had a chance to read it. I reminded them that the piece had to be reworked and asked for suggestions. Clare felt it was too "arrogant" - too much vocabulary. (Perhaps the socio/psycho-linguists should come up with a voacbulary like Kounin's.) Hers was the only really negative complaint. My suspicion is that she has not done as much with the research as others have.

We focused on the reference to Donna Eder's study regarding participation structure and reading style in high and low ability 1st grade reading groups. Initially some TRLs said this was in conflict with the Teaching Effectiveness research. Joan Milano was the first to state that perhaps there is not a conflict with the findings that, in fact, the findings represent two different things. It did not take the group long to concur. This says something about how far these folks have come. They have learned to sift and sort and identify intent.

I must admit, even with the problems in the piece itself - this is one of the best discussions we've had!

(OVER)

I then had them go through the script and pick out reasons why Albert came up with "pessent".

1. The teacher gave the wrong rules.
2. The syllabification is wrong.
3. Teacher and/or Albert never pronounce the entire word.
4. Every interaction was over a mistake.
5. Albert integrated the errors to come up with "pessent"

SCV/kls
opeiu2aflcio

THE LINGUISTICS OF TEACHING

Communication. That's what the teaching-learning process is all about--communication among the teacher and students. That communication is governed by how each participant in the classroom process plays out his or her role. Teachers and students continually assess expectations and performance based on a series of both verbal and non-verbal communicative events. Teachers ask, "How can I present this so they understand? What questions do I ask? What responses do I anticipate? How do I get Samuel to participate?" Students ask, "How can I get a turn? What does she want me to do? I need help; who do I ask? How will I know my answer is correct?"

One of the most beneficial outcomes of examining the research on teaching as a linguistic process--communicative events in classrooms--is that it confirms that which teachers already know: teaching is a tough job. Metaphorically, participating in classroom structures is like playing golf. In order to succeed, there are a series of checks to be monitored--feet apart, knees bent, head down, eyes on the ball, one arm straight, the other bent, etc. A slip on any one of these can affect expected results. And so, communicatively, the teacher must monitor questions asked, responses given, nonverbal behavior, social context, etc., to help insure expected results in the learning process.

While approaching the classroom from a linguistic perspective is a relatively new arena of educational research, the results of a variety of studies can be useful to teachers in examining their own classrooms, determining why things happen the way they do, and making adjustments so that outcomes more closely match intentions.

The following subheadings are constructs used by a variety of researchers examining the linguistic processes in classrooms. While further work is continuing in this area, the body of knowledge generated by these studies provides concepts for the classroom teacher's investigation and discussion.

Participating in Face-to-Face Interaction - A Rule-Governed Process

Rules for engaging in conversation are culture specific and learned through a process of observation. The term "culture," for our purposes, can apply to the home, the classroom or to socio-ethnic groups. Knowledge of how the culture functions guides participation and determines what will or will not occur. Generally, when asked a question, we are expected to respond. However, in response to the question, we may provide the desired information; respond with another question; not respond at all; or respond with something unrelated. In addition, any response different from the anticipated response helps to clarify the rules of communication for that setting.

In the home or at play, rules governing children's participation are different than those at school. In the home or within the social group of playmates or peers multiple, extended conversations may take place. Children may focus attention on more than one event at a time "switching" back and forth between them. In the classroom, however, gaining access to conversation may be more constrained; and students who apply rules for participating in play conversation to classroom conversation soon find out the difference. They also learn that responses like "I don't know" to a question generally don't generate the same reaction in teachers as in playmates or parents. In observing these contrasts in interaction, students soon learn the rules governing classroom conversation. If there is a strong enough clash in these rule-governed participation structures, student achievement can be affected (ref. Philips, Erickson and Mohatt) and often teachers inaccurately access student performance. For example, Philips (1972) studied children's language patterns among the Warm Springs Indians in Oregon. At home, discourse rules allowed that each participant determine the form and time of participation. It was unheard of to have a "leader" who could make someone "perform" in front of others. When these same children were in the classroom and the teacher called on them, they did not respond and consequently, were misjudged as "dumb, shy" etc.

Since so much of classroom life is communication not only is formal conversation between and among the teacher and students rule-governed but also all communicated cues, routines, etc., whether verbal or nonverbal. Like our golfer preparing to tee off, the slightest alternation of the "nuances" of communication can produce what linguists call a "frame clash." Simply, a frame clash occurs when one or more parties in the communication structure come from a different frame of reference than the others resulting in some type of unanticipated outcome. Consider this example of a "nonverbal" frame clash. Michele Stoffan-Roth reports in "Shh the Children Are Watching" (1981)

> "On a day midway into last school year, the teacher played a piano chord signal to clean up Arrival Time activites as usual. The children put away their materials and moved to the group meeting circle but continued to talk to their neighbors. The teacher took her place in the circle. This was usually followed by quiet around the circle so that opening activities could begin. This did not happen. By reflecting on specific nonverbal behaviors, the teacher realized she had not yet picked up the attendance roster and pencil, a signal that she was ready to begin. She picked them up. Silence ensued and class began without any comment or direction by the teacher."

Here is another example. In establishing a beginning of the year rule for participation in class (see Evertson) students were asked to raise hands to be called on. One student in this seventh grade class consistently violated the rule by talking out, talking when others were performing, etc. The eighth-grade brother exhibited the same kind of behavior. During a parent conference, the mother was asked what kinds of conversation went on in the family. She replied that dinner time was the only time when the entire family (mother, father, six children) was together. She admitted that most of the time all family members were talking at the same time! It was easy to understand why these two boys saw nothing "wrong" with their behavior. Once it was clearly explained, then reinforced, that the rules in class were indeed quite different from the home, the number of "frame clashes" diminished.

Philips', Stoffan's and the above example point out that difference in rules governing communication can exist between the classroom and the community or the home and even within the classroom itself. Whether or not students themselves recognize these differences depends on their ability to infer what is happening in the communication process.

Understanding Conversation: An Inferencing Process

By using communicative, social and cognitive skills participants, i.e. students and teachers, begin to define the meaning of what is going on around them. They infer or make sense of the event(s) and then determine what is expected of them. Two factors make the inferencing process a complex one. Different messages can be delivered at the same time. While presenting information verbally to the class on photosynthesis, the teacher "glares" at Sarah who is not following along in the textbook. In addition to these different forms, another factor affecting the task of inferencing is that the message can serve multiple functions. Besides providing instructional content, a message can give a behavior cue to students. "Let's all (in a louder voice) look to the board as James shows us how to solve problem 9." The use of "let's all" in a louder voice communicates the expectation that all students are quieted down and focused on the math problem. This is one of Kounin's suggested group focus techniques (see Kounin)

In performing these inferencing tasks, frame of reference also is a factor. Frames of reference can be modified by receiving both overt (explicit) and covert feedback (Frederiksen, 1981). Covert feedback results from observing what other participants do. Morine-Dershimer and Tennenberg (1981) report that students make use of covert feedback from not only the teacher but other students as well, typically using other students' responses to check their own knowledge or to learn the right answer.

Work by Michaels & Cook-Gumperz, 1980; Scollon & Scollon, 1981; Griffin, Newman & Cole, 1981 also identify a covert nature in frame clashes as well. These covert clashes, because they are not so obvious, often add to a negative evaluation of student ability. Beyond that, Hymes (1981) reports clashes between parents and teachers on perceptions about homework. Teachers ask parents to "check" homework. Because the parents do not understand what is meant by the direction "check," they were not signing work that was not correct. Teachers interpreted papers not returned and signed as an indication that parents did not care. It is often only through a series of interviews with the "participants" that these covert frame clashes can be clarified.

A whole series of studies comparing the "linguistics" of home and school have generated thought and action regarding curriculum and instruction. The Kamehameha Early Education Program used in-depth studies of interaction patterns in the community to alter how teachers taught reading. After careful planning and investigation it was found that student achievement improved by more closely matching the school and community patterns (Au 1981). Time on task was high both before and after the changes, underscoring the importance of task appropriateness to student learning gains (see Time on Task).

Meaning and Context

The meaning of verbal and nonverbal messages is context specific. That is, what a message "means" depends on what came before, it's present use and what follows it. Consider the use of the term okay in the following scenarios.

Teacher: Okay (as "good" in response to a correct student response)

Okay, Richard and James, that's enough!
(desisting inappropriate behavior)

Okay, Michelle, that's enough.
(in a reading group, changing reciters - signals change)

Okay? (checking for understanding, are you still with me, etc.)

Okay (mouthed with a nod in response to student request to use the restroom "you have my permission)

Messages then clearly derive their meaning from the context surrounding them. Complicating this process, however, is the fact that at any time in interpretation (inference) of a message can alter one's perception of the meaning of prior messages (Gumperz, 1981).

Classroom Communication: Not a Scripted Event

For the interactive teacher who doesn't always get through the day's plan, there is professional solace in the linguistic finding that contexts are constructed. Teachers and students do not read from scripts. Therefore, although we would like predictable outcomes, we will not get them 100% of the time. How the participants interact in this evolving process determines the context and subsequently the meaning. Researchers have looked at three factors influencing the construction of context: Contextualization cues (Gumperz & Herasimchuk, 1973; Cook-Gumperz & Gumperz, 1976, Corsaro, 1981); participation structure (Philips, 1972; 1974; Erickson & Shultz, 1977; 1981; Erickson & Mohatt, 1978; Florio & Shultz, 1979); and communicative competency (Hymes, 1972).

Contextualization cues are both verbal and nonverbal cues used to clarify meaning. The teacher who circulates around the room during seatwork reinforces the verbal statement "I'll be available to help you or check your work." This verbal and nonverbal behavior reiterates to students that the teacher is there to teach and provide feedback.

Participation structures refer to the demands for participation and the rights and responsibilities of the participants. Another way of looking at participation structures is through routines since these enhance the continuity and stability of repeated activities. These routines also signal expectations for behavior at the same time instruction is delivered.

Communicative competence refers to the participant's ability to know when, how, and to whom to talk in a given situation. This is a developmental process that ideally only the participant can assess. However, this competence is generally evidenced by appropriate behavior.

The Communicative Environment of the Classroom

Work done on participation structures indicates the communicative environment of the classroom shifts both across and within lessons. As a result, there are a variety of demands placed on all participants. Consider these results reported by Eder (1982).

In comparing the communicative styles of varying reading ability groups, high ability group gained access to conversation more readily than other groups, especially the low group (1st grade groups - high, medium-high, medium-low, low). Interruptions by high-group members were often reprimanded, while they were accepted when initiated by low-group members. As a result, low-group members did not recognize the typical reading turn pattern - one person reading uninterrupted. They had learned a different rule for participation than the high group. What can happen as a result of this differentiation? In whole group activities, these low group children can be misjudged on their competence if they apply the same rule. Within their own group, unless the teacher is aware of the differentiation, they may also be assessed inaccurately.

It is important to relate these findings to those in the teacher effectiveness studies (see Teacher Effectiveness) since that body of research suggests acceptance of call-outs from lower-achieving students. Eder includes a personal communication with Gumperz & Cook-Gumperz on a finding that the teacher made more interruptions during turns with low students (correcting errors) than high resulting in a choppy style of reading for the low group compared with a flowing style for the high group.

In the Eder study higher group students seemed to develop an awareness for general speaking turns. Because interruptions were limited, they also had a tendency to "hold" comments or questions until after the turns making for a more fruitful discussion period, thus developing other communication skills. This did not happen with the low group.

By the spring of the school year these first-grade students had clearly developed different communicative styles.

The Teacher's Role

For our purposes, the role of teachers in the communicative process is twofold. They "orchestrate" participation (whole class, small group, individual) and assess student ability based on these interactions. The teacher is ultimately responsible for what occurs in the classroom, since she develops a series of strategies designed to achieve a variety of objectives based on intended academic and social outcomes.

Work done by Merritt & Humphrey, 1979; Merritt 1981, 1982 supports much of Kounin's work. Teachers orchestrate and monitor a lesson, "the primary vector of activity" as well as secondary vectors. The way teachers handle the flow between vectors is also rule governed. Teachers develop patterns of "slotting-in and -out of vectors--Kounin's overlapping--in an attempt to manage both instruction and behavior. For example, the teacher is working with a reading group or high school lab group--the primary vector of activity. Carlos comes over indicating he needs help. The teacher temporarily "slots out" of the primary vector, deals with Carlos's question (the secondary vector) and slots back in to the primary vector. If the teacher has left instructions for the group, thus preserving the activity, the transitions between these activities are smooth.

From a linguistic perspective the evaluation role of the teacher is the ongoing assessment based on observation of how students participate in interaction.

Since communication and interacting in "communicative events" is a complex process, students' competence can be misjudged as pointed out in several examples. The findings of some of the linguistic studies can be linked to other work on teacher perceptions and expectations. Michaels & Cook-Gumperz (1980) found that in teacher assessment of story-telling ability, students whose stories were topic-centered were viewed more positively than students who "topic-chained"--went off on related tangents. It was found in further analysis that the chaining style was culture specific, but the overall judgement of student ability was negative.

The point of results like these is that teachers can get a better understanding of the basis of their assessments by examining these studies and make adjustments in instruction to teach "appropriate" story-telling styles.

The Role of the Student

While the various studies do not focus on this topic specifically, there is an underlying message regarding the student's role and the complexity of "acting" it out.

Consider the following situation. The teacher is working with a small group of students while the rest of the class is engaged in seatwork. Barney is "stuck" on his assignment. He has several choices: 1) interrupt the teacher; 2) ask someone else for help; 3) "tough it out"; 4) abandon the problem momentarily and go on; 5) abandon the activity all together, possibly leading to misbehavior. That is a big decision for some children; and unless the tacit rules governing his behavior at that moment are clearly inferred, one or many "frame clashes" can occur.

The research on teaching as a linguistic process clearly points out the complexity of the teacher's role as decision maker. Equally important is the fact that it reminds us that being a student is also a tough job.

SV/mmp

Transcript Lines	Episode Number	Speaker	Verbal and Nonverbal (NV) Messages
001	1 Part 1	Albert:	(Albert is reading and comes to the word "peony" and stops)
002nv		TEACHER:	(Teacher points to the "eo" in peony)
003		TEACHER:	REMEMBER THE TWO VOWEL RULE.
004		Albert:	Peen - y
005nv	Part 2	TEACHER:	(Points to the first syllable--"pe")
006		TEACHER	"pe" SAYS...
007		Albert:	pē (correctly pronounces syllable)
008nv		TEACHER:	(Points to second syllable--"on")
009		TEACHER:	THIS SAYS...
010		Albert:	ŏn (correctly pronounces syllable)
011nv		TEACHER:	(Points to last syllable--"y")
012		TEACHER:	AND THIS SAYS....
013		Albert:	ē (correctly pronounces syllable)
014		TEACHER:	WHAT'S THIS WORD?
015		Albert:	Peen - y
016nv	Part 3	TEACHER:	(Points to "pe" again)
017		TEACHER:	THIS SAYS...
018		Albert:	pē (correctly pronounces syllable)
019nv		TEACHER:	(Points to "on" again)
020		Albert:	ŏn (correctly pronounces syllable)
021nv		TEACHER:	(Points to "y" again)
022		Albert:	ē (correctly pronounces syllable)
023		TEACHER:	GOOD
			(Albert continues reading until he comes to the word "pest" and then he stops again)

Transcript Lines	Episode Number	Speaker	Verbal and Nonverbal(NV) Messages
024nv	2	Albert:	(Pauses at the word "pest")
025		TEACHER:	PEST
026		TEACHER:	DO YOU KNOW WHAT A PEST IS?
027		Albert:	Something that bothers you.
028		TEACHER:	UH HUH
			(Albert continues reading the story. He mispronounces the word rodent and the teacher intervenes)
029	3	Albert:	rŏdent (uses short "o")
030		TEACHER:	LONG "O"
031		Albert:	rōdent(corrects pronunciation error)
032		TEACHER:	GOOD
			(Albert complete the story)
033	4	TEACHER:	NOW I WANT TO ASK YOU SOME QUESTIONS ABOUT THE STORY.
034		TEACHER:	WHAT WAS THE NAME OF THE FLOWER IN THE STORY?
035		Albert:	pessent...
⋮			

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

PS 197 - TC SITE FOR ELLIOT WEITZ
SITE OR LOCATION

OCTOBER 27, 1982
DATE

9:00 - 12:00
TIME

PURPOSE OF VISITATION

PLAN FOLLOW UP TO OCTOBER 2ND CITY-WIDE SESSION

PERSONS CONTACTED

ELLIOT WEITZ, AMINDA WRENN

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Using the evaluation sheets a letter of invitation will be sent to all participants who requested continued involvement. Using a study circle approach teachers will be "pulled in" in each borough. The first study circle will run 4 weeks beginning Monday, Nov. 29th. Elliot and Aminda felt it would be better not to wait until after the holidays or to run circles for 6 weeks with the holiday breaks to chop them up. Facilitators were identified from the list of TRLs who have received training in ER&D and study circles. At the 29th session, teachers will be asked to evaluate the usefulness of the research they implemented after the Oct. 2nd session as part of that meeting's agenda.

See attached packet on study circles.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

NEW YORK
SITE OR LOCATION

OCTOBER 27, 1982
DATE

1:30 - 5:00 PM
TIME

PURPOSE OF VISITATION

COLLABORATIVE MEETING (see below)

PERSONS CONTACTED

Involved: Myrna Cooper; Anne Sabatini; Fred McDonald, Fordham; Judith Green, Delaware; Greta Dershimer, Syracuse; Phil Winne, Simon Fraser

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Originally, we had been invited to attend a pre-NERA conference in Ellenville NY on action research which Greta and Judith were coordinating. Because various other "players" - including invited NIE staff who could not travel due to budget constraints - would not be in attendance the Ellenville meeting was cancelled. However, Judith and Greta wanted to meet with us and came to Manhattan.

After some debate between Judith and Fred as to the merits of ethnographic research, we began to explain our various topics which was the purpose of the meeting.

Anne Sabatini outlined her involvement in the IR&DS study on positive teachers done with the center and Columbia Teachers college. Teacher-researchers were taught how to collect and analyze interview data gathered from teachers identified as "positive." Myrna pointed out that many of those teachers were part of our project as TRLs. A final report on the study is being compiled. Anne pointed out that the experience was rewarding for her in terms of the process, and the

(OVER)

fact that while the study lead to some conclusions, not all questions were answered. She pointed out that just the process of deciding the research question has given her a new appreciation of the researcher's role.

I gave a brief overview of our project highlighting the research used and the process. The fact that we had just used the linguistics work was of interest to Judith and Greta.

Greta was very interested in how she could become involved in something like this in Syracuse. I explained to her that once the final manual was available we could link her up with unions in her location who want to pursue the project. Syracuse itself is NEA.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

PORTLAND (OREGON) QuEST
SITE OR LOCATION

OCT. 8, 1982
DATE

TIME

PURPOSE OF VISITATION

SFFT TRL BETTY ROTHENBERGER WAS SENT TO REPRESENT THE PROJECT BY CONDUCTING A CLASSROOM MANAGEMENT WORKSHOP

PERSONS CONTACTED

Deanna Woods

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Deanna had attended the AFT convention and was anxious to use part of the project and our resources to organize their October 8 PFT QuEST Conference. She and I spent several hours planning by phone. Our role was primarily to link her up with resources. She had originally requested one of us to do the session and be on the panel, but because of pilot site demands we decided to utilize a San Francisco TRL. Betty was selected. Deanna and the PFT were very grateful for our networking. With local support from Northwest Regional Lab this may be a good target site for replication. Resources we helped link up are bulleted on the workshop offering page.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

BALTIMORE, MD
SITE OR LOCATION

OCTOBER 15/16, 1982
DATE

TIME

PURPOSE OF VISITATION

ATTEND BALTIMORE TEACHER'S UNION QuEST CONFERENCE
PRESENT ER&D WORKSHOPS

PERSONS CONTACTED

50 participants

FIELD ACTIVITIES

Workshops - "Classroom Mangement and Discipline"

INTERACTIONS - COMMENTS - FOLLOW-UP

The research information was very well received by this group. We were able to do the role playing activity invelving the L.D. child in the pull-out schedule from the classroom. Generated good discussion. One of the most verbal teachers has been newly placed in a classroom for the chronically disruptive child. He says he received the assignment because he was the only male on staff. He said it was important for him to think through his rules and consequences because he is not allowed to suspend students from class. (They are sent to a room with padded walls which is called the "Quiet Room"). He says when they come back they're worse. He needed to develop a process whereby he maintains control (power) over the situation by keeping them in class. (This is good info for the research community.)

A building principal, who was also a presenter for another session, was in the group. He said the information had great potential. Wanted session for his school.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUE VEITCH
STAFF MEMBER

BUTTE, MONTANA
SITE OR LOCATION

OCTOBER 21, 1982
DATE

ALL DAY
TIME

PURPOSE OF VISITATION

1. WORKSHOP PRESENTATION
2. PLANNING MEETING WITH LEADERSHIP AND STAFF ON MAKING USE OF THE PROJECT AND OTHER ED ISSUES

PERSONS CONTACTED

James McGarvey, Executive Director; Eileen Egeland, PR
Veryl Kosteczko

FIELD ACTIVITIES

2 workshops See attached program.

INTERACTIONS - COMMENTS - FOLLOW-UP

1st session was large group - about 50 people. No way to break them up into small groups. Had to bring in extra chairs to take care of overflow.

2nd session was on instructional strategies from TE research. Program had no descriptor so group was small - 14. However, rather than a presentation we had a discussion group format using research concepts to solve specific concerns. I began by asking teachers the steps they took in teaching a lesson. As we went around the group all of the instructional functions got mentioned. The discussion proceeded from there.

One teacher raised a concern about seatwork and homework. It seems that in her junior high setting she uses the end of the period for letting kids get started on homework, but some of them dawdled claiming they'd do it at home. I suggested she clearly delineate between in class assignments and homework. In class seatwork is to be completed in class and collected. Students even at that age may need to be told "you have X minutes to complete this." In this manner, students cannot "cop out" on staying on task.

SCV/kls
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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

GARY, INDIANA
SITE OR LOCATION

OCTOBER 28/29, 1982
DATE

TIME

PURPOSE OF VISITATION

ATTEND EDUCATIONAL CONFERENCE OF GARY TEACHERS UNION
PRESENT ER&D WORKSHOPS

PERSONS CONTACTED

Number of workshop participants - 46

FIELD ACTIVITIES

Workshops - "Strategies for Effective Classroom Management"
- "Using Educational Research to Build and Maintain a Professional Knowledge Base"

INTERACTIONS - COMMENTS - FOLLOW-UP

This is a very large regional conference which offers an average of 24 workshops in a given time frame. Teachers are free to select. Group size averages 20.

Size of group for Classroom management was almost double that of research utilization session. Conversations with teachers indicated that they were "wary" of the term Educational Research in the session title and felt it would be a dull and uninteresting session. I used the A.S.C.D. film on School and Teacher Effectiveness with Barak Rosenshine and Ron Edmonds, as a focus for discussion on the applicability of research-based information in the classroom. Those who attended were quite impressed and told others, which is what prompted them to come to me about the title. (I learned something!)

The classroom management workshop went very well. I covered the identification of classroom procedures, establishment of classroom rules and the development of enforceable consequences. I also covered Kounin's Group Management techniques. The group was quite interactive. Teachers ranged from K-12 and two were teachers of bilingual classes. Some lingered well after the session time was over to ask questions. Some questions centered around use of "puddling" as a consequence for breaking rules. They said that perhaps developing a hierarchy of consequences would help them cut down on the need to "spank".

Program attached.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

NCSIE CONFERENCE - ATLANTA, GA
SITE OR LOCATION

NOV. 19-23, 1982
DATE

TIME

PURPOSE OF VISITATION

ATTEND CONFERENCE AND PRESENT SESSION ON ER&D PROCESS FOR INSERVICING

PERSONS CONTACTED

FIELD ACTIVITIES

SESSION PRESENTER
"Teachers + Research = An Effective Union"
The AFT Educational Research and Dissemination Program

INTERACTIONS - COMMENTS - FOLLOW-UP

There were 15 people present at the project presentation session. Most of the participants were from State Educational Agencies. Questions revolved around the ways in which we got teachers to volunteer their participation in the project without credit or monetary remuneration. Dennis Loro from NYSUT said he would like to pursue possibility of establishing this model in upstate N.Y. and tie in some of his trainers for Project TEACH etc. into the program I told him to contact Marilyn and think about setting up a meeting with his people, the AFT ER&D Team and Myrna Cooper. Another participant who is in charge of a Teacher Center Consortium'in California was also arranging a meeting with Marilyn to further discuss the project.

Also attended sessions:

- Planning and Implementing A Collaborative Multi-Institutional Inservice Program
- Development/Operation of a Multisystem Staff Development Consortium
- High Tea for Staff Developers
- All general sessions

Program and materials attached.

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"END OF DOCUMENT"